

Subject Leader Planning Grid Subject: Geography Leader Scott Bishop

Year	Skills as a Geographer	Substantive Knowledge	Key Vocabulary
<p>1A Fire</p>	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Express my views on features of the environment of my town and a city and how they differ. Link human activities to key places. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Make observations about human features of localities. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use aerial photographs to compare Cannock and London and recognise simple landmarks. Use resources including photographs that are given to me, and my own observations, to ask and respond to questions about places and environments. 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Three key features of our locality <ul style="list-style-type: none"> Cannock - Church, shops, and offices. (Children to investigate local community). Three key features of a city-London <ul style="list-style-type: none"> Tower of London Buckingham Palace Westminster Cathedral <p>Describe how they are different</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Use geographical vocabulary <ul style="list-style-type: none"> City, town, village, factory, farm, house, office, shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Plan a simple route around our locality using a map, and key vocabulary identifying landmarks, human and physical features. 	<p>city, town, church, park, village, factory, house, shop, near and far; left and right], forwards backwards</p>
<p>1B Toy Story</p>	<p>Not applicable</p>		
<p>1C Fighting Fit</p>	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns and record these changes Compare and explain the weather changes and link to the different seasons. 	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Order the months of the year and recognise seasons. Find evidence to identify the season. Children record daily weather, morning, lunchtime and home time, over a week. 	<p>season and weather, Clouds, rainfall, storms, thunder and lightning, temperature, warmest, coldest, leaves, frost, snow, rain, sun, colours</p>

	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Follow a simple map. Understand and follow directional language - forwards, backwards, left, and right. Link human activities to key places. 	<ul style="list-style-type: none"> Present data in a simple chart. Recognise the importance of the sun. Know what shape the Earth is. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Identify how the four seasons change the outlook of the park. Trip to Stadium Park. 	
<p>2A Once Upon a Time</p>	<p><u>Human and physical geography</u> Use observational skills to study the key human and physical features of the surrounding environment.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of my school and the grounds. Use appropriate geographical vocabulary (directional language; compass points). Use compass directions. Follow instructions to get to a specific place. 	<p><u>Human and physical geography</u> Include on map physical nearby features. Shops, park. Roads.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Know the 4 compass directions - North, south, east, and west. Use compass and follow instructions when creating map. Include compass points on map. Plan and create a map of school and surrounding grounds using a compass and map symbols. Label with key features identified in Year 1 	<p>North, South, East and West, park, buildings</p>
<p>2B Jungle Book</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify simple characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Show an awareness of places beyond my own locality (India). Express my views on the environment of a locality and recognise how people affect the environment Give reasons for why environments are changing. Compare India and the UK. Use this information and my own 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify simple features of the four countries and capital cities of the United Kingdom and its surrounding seas. <ul style="list-style-type: none"> England Wales Northern Ireland Edinburgh North Sea, Irish Sea, English Channel, North Atlantic Ocean Identify national flags Know the 7 continents. Describe where different continents are located. Know the 5 oceans. <p><u>Place Knowledge</u></p>	<p>Canopy, Layers Jungle floor Oceans - Atlantic, Pacific, Southern, Arctic, Indian, Chembakolli Continents - Europe, Asia, Africa, North America, South America, Antarctica, and Australia</p> <ul style="list-style-type: none"> England Wales Northern Ireland Edinburgh North Sea, Irish Sea, English Channel, North Atlantic Ocean

	<p>observations to help me ask and respond to questions about places and environments. What is the same and what is different?</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Use appropriate geographical vocabulary (continents and oceans). <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Carry out simple tasks and select information using resources that are given to me (map work). • Label a map. • Use aerial photographs to compare Cannock and Chembakolli. 	<p>Understand geographical similarities and differences between Chembakolli and Cannock.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Know where hot and cold areas of the world are. Asia and Antarctica. Describe the features of hot and cold places. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Locate India on a world map/globe and know that it is a hot place compared to the UK. Name the continent. • Locate the village of Chembakolli and identify the features of an Indian village. 	
<p>2C All at Sea</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Label seaside towns. • Name and describe the regions of the UK. • Find similarities and differences between a coastal location and Cannock. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Use the geographical vocabulary to describe a coastal location. • Explain what I like about the environment of a locality. • Explain how people use a coastal region and the importance of understanding how to keep safe. • Explain which people affect the environment in a coastal region, both positively and negatively including water pollution. • Ask questions about a coastal area. <p><u>Geographical skills and fieldwork</u></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Identify coastal locations in the UK. - Compare two coastal places. - Harbour and beach <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Explain what a coast is - Explain how a beach is formed. - Identify manmade and physical features of a coast. - Identify how to keep safe when by the coast - Present information in a leaflet on water safety - Understand what water pollution is and the effects that it has on the ocean. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Trip to a seaside town—Blackpool. Compare with Cannock. Differences. - Create a travel brochure including features of the town, as simple map and use simple symbols 	<p>beach, cliff, coast, sea, ocean, river, canal, port, harbour</p>

	<ul style="list-style-type: none"> • Draw and follow a simple map, using a key. • Recognise landmarks and basic human and physical features of coastal areas. • Use aerial photographs to compare Cannock and Blackpool 	in a key.	
3A Industrial Revolution- Moorhill Miners	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Explain some of the impact mining had on our community. • Describe and compare the features of different places and explain why they are there. • Locate and name counties and cities of the UK <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Explain different ways we get our energy from today. • Recognise how people try to improve and sustain environments. • Explain reasons for some of my ideas and for my views and judgements about places and environments. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use the key on an ordnance survey map to locate features of the local area. • Explain where features on a map are using the 8 points of the compass. • Use aerial photographs to identify local counties 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know the significant cities within Staffordshire - Know that different places can have both similar and different features. - Stoke on Trent and Lichfield. - Name significant cities in England. - London, Birmingham, Manchester - Identify characteristics of famous landmarks of England - Dover cliffs, Blackpool tower, Windsor Castle, Hadrian's Wall. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know about the need for renewable energy. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Identify the counties within Staffordshire. Cannock Chase, Lichfield, South Staffordshire, Staffordshire Moorlands, and the boroughs of East Staffordshire, Newcastle-under-Lyme, Stafford, and Tamworth. - Visit <u>Cannock Chase</u> to use map skills, compass knowledge, how environments are improved and sustained. Know how to use 4 and 6 figure grid references, symbols, and key to locate features. Know that positions of features on a map can be described using compass points. - Know the 8 compass points: North, northwest, northeast, east, south, southeast, southwest, west. 	Local, Pit Shaft Coal face Sheet coal Mining Sedimentary rock Fissure Seam strata renewable energy. northwest, northeast, southeast, southwest,
3B Tomb	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate world's countries 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know where Egypt is in the World 	Pyramids Egypt

<p>Raiders</p>	<ul style="list-style-type: none"> Identify the position and significance of lines of latitude: the equator, the tropics of cancer and Capricorn and arctic and Antarctic Circle. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Describe and compare the features of different places and explain why they are there. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use different sources of information to locate countries and describe features. Use map skills and photographs to identify characteristics of our region - landmarks both human and physical. 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know where Egypt is in relation to Britain. Know how Egypt is different to Britain - size, location, climate, physical features. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Identify the equator, the tropics of cancer and Capricorn and arctic and Antarctic Circle. Understand and explain how latitude is linked to climate. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use an atlas and globes to locate Africa on a world map and to identify the countries within this continent. Use an index in an atlas to identify different countries, cities, and physical features of Africa. 	<p>Equator Africa Continent</p>
<p>3C Rotten Romans</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Locate UK within Europe. Name countries of Europe. Locate Italy and countries of the Roman Empire. Identify which countries are in which continent <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Describe and compare the features of different places and explain why they are there. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography and the differences 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Know the major cities of Europe. Name at eight countries in Europe and their capital cities. Name the largest country in Europe. Know where Italy and Rome are. Know what continent Britain and Italy are. Know in what geographical direction Rome is from Britain. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Know that different places can have both similar and different features. Know that countries within the same continent can be different. <p><u>Human and physical geography</u></p>	<p>Maps, atlases Rome Italy Europe</p>

	<p>between countries in the same continent</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use different sources of information to locate countries and describe features. • Use map skills and photographs to identify characteristics of our region - landmarks both human and physical. 	<ul style="list-style-type: none"> - Explain how within the same continent can be different. Britain and Italy <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Locate Europe on a world map and globes and its relative location to the UK- and identify some of its main characteristics. 	
<p>4A Groovy Greeks</p>	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Compare Greece with Britain and use geographical vocabulary to describe the differences. • Explain that different places can have both similar and different features. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical and human geography <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Locate Greece using maps, globes, and Google earth • Use 8 points of the compass and turns. • Identify 90-degree turn, 180-degree turn, 270-degree turn 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Know Greece is in a Mediterranean climate. - Know at least four main differences between daily life in Athens, Greece, and our locality. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - I can explain how the climate links to the types of houses in Greece. - I can explain why the climate in Greece is different to Britain. - I can understand the impact that the physical landscape has on human land-use and the way people live their lives (including different cuisines). <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use 8 points of the compass and turns. - 90-degree turn, 180-degree turn, 270-degree turn 	<p>Greece Athens Sparta terrain</p>
<p>4B Amazing Aztecs</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Locate American continents in relation to Arctic and Antarctic. - Name countries within North America <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Describe and compare the features of different Mexico and Britain and explain 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Name the countries that border Mexico and their capital cities. Name the continent that Mexico is in. - Name the countries that border Mexico and their capital cities. Name the continent that Mexico is in. 	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Physical climate zones</p> <p>trade routes</p> <p>Europe</p>

	<p>why they are there.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Explain how Mexico's position in the world will affect its weather. - Understand the position of the equator, tropics of Cancer and Capricorn onto a world map. - Locate the hemispheres, latitude, longitude, tropics of Cancer and Capricorn. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Locate Mexico on a map using maps. Atlases and globes and describe features studied 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Compare London and Mexico City, focusing on similarities and differences. - Know that different places can have both similar and different features. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know that places near the Equator will be hot and dry. - Know that lines of latitude and longitude are imaginary lines but help us locate places in the world. - Know that the equator, tropics of Cancer and Capricorn are imaginary lines, but can be used to describe where a place is and tells us about the climate <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Locate Mexico on a world map and its relative location to the UK- and identify some of its main characteristics. 	<p>North and South America</p> <p>Mexico</p> <p>Lake Texcoco</p> <p>Tenochtitlan</p> <p>United States of America</p> <p>Guatemala</p> <p>Belize</p>
<p>4C On Safari</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Locate different countries within Africa on a map. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Describe and compare the features of different places within Africa. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical and human geography <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use a map to describe physical features of Africa. - Present human and physical features of 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Locate Africa on a world map and its relative location to the UK <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Identify some of its main characteristics of Africa and compare these to the UK <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know how different areas in Africa have different physical features. - Know how humans impact the environment - effects of deforestation. Recognise the different layers of life in a rainforest, considering biomes and vegetation belts. - Describe the key characteristics of the Congo 	<p>Equator, Northern and southern hemisphere.</p> <p>Africa</p> <p>Continent</p> <p>Deforestation</p> <p>Congo Rainforest</p>

	rainforest using a range of methods, including sketch maps, plans and graphs and digital technologies.	<p>Rainforest in Africa.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Find and locate the world's rainforests on a map and the significance of the lines of latitude on the location of rainforests. - Sketch a map of a rainforest including the human and physical features. 	
5A Space	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Explain why there are time differences in the world. • Explain reasons why time zones are not always straight lines. • Use a time zone map to say what the time is in different parts of the world. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Explain reasons why locations are chosen for a specific purpose, using physical features. (Space ports) • Ask geographical questions - why is the location suitable? <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Locate space exploration ports 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know where Space exploration ports are located. - Know about different time zones and why the Meridian line is important to this. - Identify the position and significance of the Prime/ Greenwich Meridian and time zones in both Africa and the UK. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • What physical and human features make this area suitable? <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use Google Earth to locate space exploration ports 	<p>hills, mountains, coasts, and rivers</p> <p>Human geography - roads, transport links.</p> <p>The Prime/Greenwich Meridian and time zones.</p>
5B Vicious Vikings	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name and locate the countries the Vikings came from. • Name the counties on the East coast of England. • Know the mountains, coasts, and rivers in these counties • Explain the main cities in the counties. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Give reasons why the Vikings invaded and settled in Britain. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know the counties on the East coast of England. Locate mountains, coasts, and rivers in these counties - Name the main cities in the counties. - Know the countries the Vikings originated from. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Know the routes the Vikings took to get to Britain and know why they landed at points of the British coast. 	<p>hills, mountains, coasts</p> <p>Scandinavia, Denmark, Norway, Sweden, fertile, mountainous, Settlements</p> <p>village</p> <p>York</p>

	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand the types of settlement and land use of the Vikings <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use maps of Europe, atlases, and globes to find the countries where the Vikings came from, the counties on the East coast of England. Locate mountains, coasts and rivers in these counties and main cities. 	<ul style="list-style-type: none"> Where did the Vikings trade? <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe the physical geography of the landscape for the East coast of England <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Find and label on world map. Identify Europe 	
<p>5C Explorers</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Use geographical language to describe where a river starts and the route it takes. Use geographical language to describe the different parts of a river. Name some of the countries within the seven continents. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Locate the North and South poles and refer to them correctly as the Arctic and Antarctic. Understand the difference between the Arctic and Antarctic including living and working there. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Understand how people can both improve and damage the environment. Explain my knowledge, skills and understanding of a range of places and environments of different sizes and in different parts of the world. Identify the different climate zones of the world. <p><u>Geographical skills and fieldwork</u></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name the major rivers in the UK. <p><u>Thames</u></p> <hr/> <p><u>Severn</u></p> <hr/> <p><u>Trent</u></p> <hr/> <p><u>Tay</u></p> <hr/> <p><u>Bann</u></p> <hr/> <p><u>Tyne</u></p> <hr/> <p><u>Clyde</u></p> <hr/> <p><u>Dee</u></p> <hr/> <p><u>Mersey</u></p> <hr/> <p><u>Exe</u></p> <ul style="list-style-type: none"> Name the main features of a river, and the way that land changes from the source to the mouth. Name which continents are in which hemisphere. Know that most cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years, with a focus on how people use rivers. 	<p>Source, upper course, middle course, lower course, tributaries, meanders, oxbow lakes, delta, mouth, estuary, flood plain, confluence, deposition, erosion, river, waterfall, reservoir.</p> <p>latitude, longitude, Arctic and Antarctic Circle, Arctic, Antarctic, climate.</p>

	<ul style="list-style-type: none"> • Explain the keys on a map to locate rivers. • Explain how to draw a simple geographical diagram to represent a river. • Study and collect data about a river - velocity of flow (distance, average speed), measure depth. 	<ul style="list-style-type: none"> - Recognise and explain how human activities affect rivers, including pollution and dams. - Describe how flooding affects local communities living nearby the river Penk. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Know the difference between the Arctic and Antarctic (land and water based) - Know the difficulties of living and working in the Arctic or Antarctic. - Know how humans are impacting the Arctic - global warming, what affect this is having on our world and what is being done about it. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Describe and explain how the water cycle works. - Describe and explain the process of erosion and deposition, during the rivers journey. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Create a map with keys showing the major rivers of the UK using geographical language. - Collect and study data about a river and a create graph 	
<p>6A Into the woods</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Explain different ways a humans use Cannock Chase. • Explain how humans' impact on the Cannock Chase environment. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Understand how people can both improve and damage the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use 4 and 6 figure grid references, 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know how people use Cannock Chase. - Know tourism has a positive and negative impact on the environment related to Cannock Chase. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know how Cannock Chase is protected and sustained - Describe and know the key land-use, economic activity, and distribution of natural resources 	<p>hills, rivers, vegetation Natural and man made Eco-tourism sustainability Land use tourism</p>

	<p>symbols, and keys on ordnance survey maps.</p> <ul style="list-style-type: none"> • Explain contour lines on a map. • Explain how to draw simple geographical diagrams, to map out an area. • Explain how to make measurements and record these. • Explain how to use scale and ratio to convert measurements. • Explain how far away a point on a map is using a scale. • Explain how to draw a simple map, using a scale drawing. • Explain how to use a compass to locate North and orientate a map. • Present my findings both graphically and in writing. 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use the eight points of a compass and Ordnance Survey Map to navigate locality. (Cannock Chase). Annotate an Ordnance Survey Map to accurately locate specific sites, creating symbols and a key for a simple land use map. - Know what contour lines tell us and what the closeness of the lines means. - Know why a scale is used. - Know how to convert a scale on a map. 	
<p>6B World War Two</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate places across Europe and the World, which were involved in the war. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Explain how the environment changed after WW2 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use a map, aerial photographs, and digital/computer mapping to locate places across Europe and the World, which were involved in the war. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know which countries were involved in WW2 - Know the location of radar stations and airfields in our locality. RAF Hednesford. RAF Bobbington <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know. how the environment changed during WW2 in our locality <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Focusing on map work, looking at changes in the landscape that occurred before, during and after WW2. 	<p>Europe, America, Japan, Northern Hemisphere.</p>
<p>6C Origin of the species</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate some of the World's Mountain ranges (Alps, Himalayas, Andes) • Explain how a mountain is formed. • Locate some of the world's volcanoes. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - Know where the highest mountains in the world are located. - Know the names of some of the world's mountain ranges and where they are located. (Alps, Himalayas, Andes) 	<p>mountains, volcanoes Physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</p>

<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Explain how a volcanic eruption affects the local population in a European country. • Explain the advantages and disadvantages of the human population living near a volcano <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Explain what happens when a Volcano erupts. • Suggest how volcanoes and avalanches impact the environment. • Understand how physical and human processes can change the features of places, and how these changes affect the lives and activities of people living there • Describe the difference between a hill and a mountain. • Understand the key features of a mountain: summit/peak, ridge, valley, face, and slope. • Know how volcanoes are formed and the key features of volcanoes. • Understand about the Earth's layers. • Understand the structure of the earth. • Understand that the earth is made up of seven major plates and lots of smaller plates. • Understand how earthquakes and tsunamis can be triggered by movements at plate boundaries. • Understand that there are long term secondary consequences to natural disasters. (Kobe, Haiti) • Understand about the positives and negatives of volcanoes on the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Explain the World's Mountain ranges (Alps, Himalayas, Andes) and describe features studied. • Explain human and physical features of 	<ul style="list-style-type: none"> - Name three of the world's volcanoes and three major recent earthquakes. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> - Understand the effects of a recent volcanic eruption on the human population (La Palma, Spain), and evaluate the advantages and disadvantages of living near a volcano. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - Know the key difference between a hill and a mountain. - Know the key features of a mountain: summit/peak, ridge, valley, face, slope - Know about the structure and inside of a volcano. - Describe how volcanoes are formed and the key features of volcanoes. - Know about the Earth's layers. - Describe the structure of the earth and label a diagram, understanding that the earth is made up of seven major plates and lots of smaller plates. - Explain how earthquakes and tsunamis can be triggered by movements at plate boundaries. - Know that there are long term secondary consequences to natural disasters. (Kobe, Haiti) - Know about the positives and negatives of volcanoes on the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - Locate some of the World's Mountain ranges (Alps, Himalayas, Andes) on a map using maps. Atlases and globes and describe features 	<p>Stratovolcanoes, Composite, compound</p> <p>crater; conduit; ash cloud; magma reservoir, lava, vent, dormant, fissures, faults, mantel, ring of fire, tectonic plates, eruption, environment, earth's crust, crevasse, altitude, avalanche, summit</p>
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	volcanoes.	studied. - Explain human and physical features of volcanoes using a range of methods, including sketch maps, plans and graphs and digital technologies.	
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Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

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.

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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:
 - key physical features, including: - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather
 - key human features, including: - city, town, village, factory, farm, house, office, port, harbour, and shop

Geographical skills and fieldwork

- 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 [for example, 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.

Key stage 2

Pupils should 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.

Pupils should be taught to:

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)

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 region within North or South America

Human and physical geography

- 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

Geographical skills and fieldwork

- use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.