

<p>Year 5/6 Pathway 3</p>	<ul style="list-style-type: none"> • Use primary and secondary sources to investigate the local area • Plan and create a study of the local area, presenting findings and statistical information and draw conclusions from findings E.g. traffic flow, how children get to school, investigate populations, shopping survey. 	<ul style="list-style-type: none"> • Use a range of equipment and maps to conduct independent fieldwork • Communicate findings using geographical terms e.g. location, land use, settlement, erosion, delta, meander • Locate a city in the UK using 6-figure grid referencing • Map a route to another location in the UK (and then to a location in Europe) • Create a map of the local area using 6-figure grid referencing • Use world maps, atlases and globes and digital./computer mapping (e.g. Google Earth) to locate countries and describe features 	<ul style="list-style-type: none"> • Talk about and describe a range of cities, countries and continents around the world • Use factual evidence to support reasoning for similarities and differences of a range of locations e.g. population data, maps. Why do people live on a volcano? Because the land is fertile. • Talk about the way the physical location can determine the growth of a settlement or industry • Identify and describe the links and relationships that connect the localities within and beyond the UK (E.g. why do we get cheese from France?) • Identify the equator and the tropics of Cancer and Capricorn • Identify time zones
<p>Year 3/4 Pathway 2</p>	<ul style="list-style-type: none"> • Sort, group and compare physical and human features in the local environment • Locate places and features in the locality and further afield • Compare features of the local environment • Ask and respond to simple geographical questions e.g. Why was the school build in this location? 	<ul style="list-style-type: none"> • Take part in simple fieldwork using simple equipment e.g. compass, map, camera • Use simple geographical vocabulary e.g. country, city, landscape • Use an 8-point compass to describe the location of features and routes on a map • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. • Follow a route on a map from a familiar location to another location using a 4-figure grid reference and/or 8-points of a compass 	<ul style="list-style-type: none"> • Discuss and compare features of the local area • Discuss and describe features of another area in the UK (link to outdoor pursuits) • Compare features of localities explaining the similarities and differences • Describe and compare contrasting locations within the UK • Suggest reasons for the location of towns and settlements in a particular place e.g. next to a river, on a hilltop • Compare and contrast the world's seven continents and oceans • Identify the Northern and Southern hemispheres and the Arctic and Antarctic circles
<p>Year 1/2 Pathway 1</p>	<ul style="list-style-type: none"> • Identify and describe human features in the local environment e.g. house, farm, church • Identify and describe physical features e.g. stream, tree, hill, copse • Use pictures and photos to locate places in the local environment • Use street plans to find places in the local environment • Talk about the local environment: <ul style="list-style-type: none"> - Using appropriate vocabulary - What they like and dislike 	<ul style="list-style-type: none"> • Talk about and describe the features of the local environment from photos and leaflets • Label photos and pictures of the local environment • Use simple compass directions (NSEW) • Give directions using left, right, forward and backward • Create a simple map using symbols and a key • Identify geographical features on a large scale map • Use world maps, atlases and globes to identify continents, oceans and countries of the UK 	<ul style="list-style-type: none"> • Talk about and describe people and places in the local area • Describe key features of the local area • Describe and compare features of known localities e.g. the school playground and the town park • Discuss different way to travel e.g. on foot, car, train, bus etc • Talk about and describe a contrasting location (link to outdoor pursuits e.g. Savernake forest, Muddeford) • Name and locate the four countries and capital cities of the UK and the surrounding seas • Name and locate the world's seven continents and 5 oceans
<p>GEOG</p>	<p>(Term 1) Geographical enquiry</p>	<p>(Term 3) Geographical skills and fieldwork</p>	<p>(Term 5) Location and Place knowledge</p>