

## Being a geographer in 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.

Locational Knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- 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</li> <li>- 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.</li> </ul>

Name and locate countries where French is spoken and to recognise major cities and regions of France.

## Being a geographer in 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.

Locational Knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- 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</li> <li>- 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.</li> </ul>

Name and locate countries where French is spoken and to recognise major cities and regions of France.

Our robust curriculum is designed for all our children. Based upon the National Curriculum and the individual needs of our children, we have created a Geography progression map, which sets out the objectives taught in each year group.

## Long Term Curriculum Plan

Focus over the year	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	Me and My community Exploring Autumn  Sparkle and Shine	<b>Our Wonderful World</b>  <i>Kuala Lumpur</i>	Let's Explore the World  <i>Somalia</i>	One Planet, Our World  <i>UK</i>	Interconnected World  <i>North and South America</i>	Investigating Our World  <i>Cities of the World</i>	Our Changing World  <i>Trade around the world. Focus on: North America, Europe and East Asia</i>
<b>Spring</b>	Starry Night Winter Wonderland  Dangerous Dinosaur Puddles and Rainbows	Bright Lights, Big City  <i>London</i>	Coastlines  <i>Whitby, Yorkshire</i>	Rocks, Relics and Rumbles  <i>Mary Anning, Pompeii</i>	Misty Mountain, Winding River  <i>River Trent River Chess Mountains of the UK</i>	Sow, Grow and Farm  <i>The UK, North and South America</i>	
<b>Summer</b>	Sunshine and Sunflowers Splash  The Big wide World			European countries around the Mediterranean Sea			Frozen Kingdoms  <i>Polar Regions</i>

Long Term Curriculum Plan *Big Questions* Included

Focus over the year	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><b>Me and My community</b> <i>What is St Jerome and our neighbourhood like?</i></p> <p><b>Exploring Autumn</b> <i>Who lives in the woods?</i></p> <p><b>Sparkle and Shine</b></p>	<p><b>Our Wonderful World</b></p> <p><i>Hot or Cold?</i></p>	<p><b>Let's Explore the World</b></p> <p><i>What are the similarities and differences between the UK and Somalia?</i></p>	<p><b>One Planet, Our World</b></p> <p><i>What human and physical features can I find in the UK?</i></p>	<p><b>Interconnected World</b></p> <p><i>What is the difference between the North and South American climate?</i></p>	<p><b>Investigating Our World</b></p> <p><i>What is a biome? What is a vegetation belt?</i></p>	<p><b>Our Changing World</b></p> <p><i>What are the causes of Climate Change</i></p> <p>North America, Europe and East Asia</p>
<b>Spring</b>	<p><b>Starry Night</b> <b>Winter Wonderland</b></p> <p><b>Dangerous Dinosaur</b> <b>Puddles and Rainbows</b></p>	<p><b>Bright Lights, Big City</b></p> <p><i>What is a city?</i></p>	<p><b>Coastlines</b></p> <p><i>What are the features of a coastal town?</i></p> <p>Whitby, Yorkshire</p>	<p><b>Rocks, Relics and Rumbles</b></p> <p><i>What causes volcanoes and earthquakes? Pompeii</i></p>	<p><b>Misty Mountain, Winding River</b></p> <p><i>How does a river change from source to mouth? Are all mountains the same?</i></p> <p>River Trent River Chess Mountains of the UK</p>	<p><b>Sow, Grow and Farm</b></p> <p><i>How far has your food travelled?</i></p> <p>The UK, North and South America</p>	
<b>Summer</b>	<p><b>Sunshine and Sunflowers</b> <b>Splash</b></p> <p><b>The Big wide World</b></p>			<p><b>European countries around the Mediterranean Sea</b></p>			<p><b>Frozen Kingdoms</b></p> <p><i>What are the effects of Climate Change?</i></p> <p>Polar Regions</p>

Big Questions:		
Understanding the World		
Local community, maps skills, fieldwork, physical and human features, weather, climate change, locational language, protecting natural environments.		
Autumn	Spring	Summer
<p><b>Me and My Community.</b> What is St Jerome and our neighbourhood like?</p> <p><b>Exploring Autumn.</b> Who lives in the woods?</p> <p><b>Sparkle and Shine.</b> What does Christmas look like around the world? What is the Festival of Light? What is the weather like across the whole year?</p>	<p><b>Starry Night.</b> What happens when I fall asleep?</p> <p><b>Winter Wonderland.</b> Where is it always cold?</p> <p><b>Dangerous Dinosaurs.</b> When did dinosaurs live?</p> <p><b>Puddles and Rainbows.</b> Is it waterproof?</p>	<p><b>Sunshine and Sunflowers</b> How does your garden grow? Who's in the garden?</p> <p><b>Splash</b> Why does ice melt?</p> <p><b>The Big Wide World</b> Do you have friends or family who live in a different country to the UK? Who lives where?</p>
<p><b>Me and My Community</b> <i>What is St Jerome and our neighbourhood like?</i></p> <ul style="list-style-type: none"> <li>This project supports children with <b>settling into the new rules and routines of school</b> and encourages them to make <b>new friends</b> and feel confident in their class. It teaches children about <b>being helpful, kind and thoughtful</b> at home and at school. This project also teaches children how they are <b>unique and special</b>, the importance of <b>friendship</b> and how people in their <b>family, school and local community</b> are important and can help them.</li> </ul> <p><b>Exploring Autumn</b> <i>Who lives in the woods?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>natural changes</b> that happen during the season of <b>autumn</b>, including how the weather changes, <b>why trees lose their leaves</b> and how <b>wild animals prepare for winter</b>.</li> </ul> <p><b>Sparkle and Shine</b> <i>What is the Festival of Light?</i> <i>What does Christmas look like around the world?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>celebrations</b> that take place during the <b>autumn and winter seasons</b>, and focuses on the significance and symbolism of <b>light at this time of year</b>.</li> </ul>	<p><b>Starry Night</b> <i>What happens when I fall asleep?</i></p> <ul style="list-style-type: none"> <li>This project explores the differences in the <b>world at night compared to during the day</b>. It teaches children about the <b>importance of a good night's sleep</b>, and helps them to discover what is happening in the world while they are sleeping, including finding out about <b>nocturnal animals</b>.</li> </ul> <p><b>Winter Wonderland</b> <i>Where is it always cold?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>changes that happen during winter</b>, including the types of <b>weather associated with winter</b>. It also explores places that have <b>snow</b> all year round and the types of <b>animals</b> that live there.</li> </ul> <p><b>Dangerous Dinosaurs</b> <i>When did dinosaurs live?</i></p> <ul style="list-style-type: none"> <li>This exciting project teaches children about the different <b>animals that roamed Earth millions of years ago</b> and how they are <b>related to animals that live on Earth today</b>.</li> </ul> <p><b>Puddles &amp; Rainbows</b> <i>Is it waterproof?</i></p> <ul style="list-style-type: none"> <li>This mini project teaches children about the <b>weather</b> that happens during spring and allows them to explore natural phenomena, including <b>rainbows</b>. It supports them to explore <b>colour in the natural world</b>.</li> </ul>	<p><b>Sunshine and Sunflowers</b> <i>How does your garden grow?</i> <i>Who's in the garden?</i></p> <ul style="list-style-type: none"> <li>This seasonal project provides opportunities for <b>outdoor learning</b> and teaches children how to <b>care for the plants and animals</b> in their local environment and how to <b>stay safe in the sun</b>.</li> </ul> <p><b>Splash</b> <i>Why does ice melt?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about <b>water, including floating and sinking, freezing and melting</b>, and why it is important for living things to <b>stay hydrated</b>.</li> </ul> <p><b>The Big Wide World</b> <i>Do you have friends or family who live in a different country to the UK?</i> <i>Who lives where?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>global community</b> to which they belong and explores how living things, communities and climates differ around the world.</li> <li>This project also teaches children about <b>structures and materials</b> and gives them the opportunity to work in groups to create collaborative structures.</li> </ul>
Understanding the World		
Local community, maps skills, fieldwork, physical and human features, weather, climate change, locational language, protecting natural environments.		

**Geographical Skills**

Locational and Place Knowledge	Human and Physical Geography	Map Skills	Fieldwork; Enquiry Skills
<p>Understand and use positional language in relation to place, direction and objects</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <b>(Gruffalo)</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>(ice/water)</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – <b>maps</b>.</p>	<p>Describe/ draw their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>(eg Gruffalo’s Journey maps)</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

**Educational visits::**  
**Spring:** Walk through a park and Waterstone Bookstore - Local Library **Summer:** Cassiobury Park - Watford

**Being a Geographer in Year 1**  
**Big Questions:**

**Autumn**

**Spring**

<p align="center"><b>Our Wonderful World</b></p> <p>Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; <b>Countries and capital cities of the UK</b>; Protecting natural environments; Fieldwork</p>		<p align="center"><b>Bright Lights, Big City</b></p> <p><b>Countries and capital cities of the UK</b>; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities</p>	
<p align="center">Hot or cold? (What is Geography? What are the 7 continents? What are the local human and physical features?)</p>		<p align="center">What is a city?</p>	
<p><b>Our Wonderful World</b> <i>What are the 7 continents?</i> <i>Hot or cold?</i> <i>What are the local human and physical features?</i></p> <ul style="list-style-type: none"> <li>This essential skills and knowledge project teaches children about <b>physical and human features, maps, cardinal compass points, and positional and directional language</b>. They learn about the <b>equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom</b>. The children carry out <b>simple fieldwork to find out about local physical and human features</b>.</li> </ul>		<p><b>Bright Lights, Big City</b> <i>What is a city?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>physical and human characteristics of the United Kingdom</b>, including a detailed exploration of the characteristics and features of the <b>capital city, London</b>.</li> </ul>	
<b>Geographical Skills</b>			
<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Map Skills</b>	<b>Fieldwork; Enquiry Skills</b>
<p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>Locate hot and cold areas of the world in relation to the equator.</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p>	<p>Name and describe the purpose, importance of human features and landmarks.</p> <p>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p>Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.</p> <p>Identify the similarities and differences between two places.</p> <p>Identify the characteristics of a settlement.</p> <p>Identify patterns in daily and seasonal weather.</p>	<p>Draw or read a simple picture map.</p> <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p><b>(link mathematics: above, next to, left, right, first, last)</b></p>	<p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Collect simple data during fieldwork activities.</p>
<p><b>Trips:</b> Whipsnade Zoo; Walk through the park (seasonal changes linked to Science).</p>			
<p><b>Being a Geographer in Year 2</b> <b>Big Questions:</b></p>			
<b>Autumn</b>		<b>Spring</b>	

<b>Let's Explore the World</b>		<b>Coastlines</b>	
Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; <b>Comparing England to Somalia</b> ; Sustainability; Fieldwork		Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes – erosion; Changes over time; Tourism	
What are the similarities and differences between the UK and Somalia?		What are the features of a coastal town?	
<b>Let's Explore the World</b> <i>What are the similarities and differences between the UK and Somalia?</i> <ul style="list-style-type: none"> <li>This essential skills and knowledge project teaches children about <b>atlases, maps and cardinal compass points</b>. They learn about the characteristics of the <b>four countries of the United Kingdom</b> and find out why there are <b>hot, temperate and cold places</b> around the world. They also <b>compare England to Somalia</b>. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.</li> </ul>		<b>Coastlines</b> <i>What are the features of a coastal town?</i> <ul style="list-style-type: none"> <li>This project teaches children about the <b>physical and human features of coastal regions</b> across the United Kingdom, including a detailed exploration of the <b>coastal town of Whitby, in Yorkshire</b>.</li> </ul>	
<b>Geographical Skills/ LI</b>			
<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Map Skills</b>	<b>Fieldwork; Enquiry Skills</b>
Name, locate and explain the significance of a place.  Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Describe how an environment has or might change over time.  Describe how human behaviour can be beneficial to local and global environments, now and in the longer term, ways to improve the local environment.  Use basic geographical vocabulary to refer to: the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  Describe, in simple terms, the effects of erosion.  Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country. Somalia  Describe simple weather patterns of hot and cold places.	Know the basic compass directions (north, east, south, west).  Use simple compass directions to describe the location of features or a route on a map.  Make a representation of a real or imaginary place.  Use a plan and infant atlas to help create simple maps.  Draw or read a range of simple maps that use symbols and a key. Use class agreed symbols on a simple map.  Spatial matching; match the same area eg. continent on a larger map.  Locate the equator and the North and South Poles on a world map or globe.	Use world maps, atlases and globes to identify the United Kingdom and its countries.  Study aerial photographs to describe the features and characteristics of an area of land.  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.  Answer questions about the local community.  Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.  Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).
<b>Trips: Windsor Castle; Headstone Manor and Museum - Harrow and the local area.</b>			
<b>Being a Geographer in Year 3</b>			
<b>Big Questions:</b>			
<b>Autumn</b>		<b>Spring</b>	

<p align="center"><b>Our Planet, Our World</b></p> <p>Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry</p>		<p align="center"><b>Rocks, Relics and Rumbles</b></p> <p>Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps</p>	
<p align="center">What human and physical features can I find in the UK?</p>		<p align="center">What causes Volcanoes and Earthquakes?</p>	
<p><b>Our Planet, Our World</b> <i>What human and physical features can I find in the UK?</i></p> <ul style="list-style-type: none"> <li>This essential skills and knowledge project teaches children to <b>locate countries and cities, and use grid references, compass points and latitude and longitude.</b> They learn about the <b>layers of the Earth and plate tectonics</b> and discover the five major <b>climate zones</b>. They learn about <b>significant places in the United Kingdom</b> and carry out fieldwork to discover how <b>land is used in the locality.</b></li> </ul>		<p><b>Rocks, Relics and Rumbles</b> <i>What causes Volcanoes and Earthquakes?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the features and <b>characteristics of Earth's layers</b>, including a detailed <b>exploration of volcanic, tectonic and seismic activity.</b></li> </ul>	
<p><b>Geographical Skills/ LI</b></p>			
<p align="center"><b>Locational and Place Knowledge</b></p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Locate significant places using latitude and longitude.</p> <p>Name, locate and describe some major counties and cities in the UK.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Identify the five major climate zones on Earth.</p>	<p align="center"><b>Human and Physical Geography</b></p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Name and describe properties of the Earth's four layers.</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Name and describe the types, appearance and properties of rocks.</p> <p>Classify, compare and contrast different types of geographical features.</p> <p>Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.</p> <p>Describe the type and characteristics of settlement or land use in an area or region.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p>	<p align="center"><b>Map Skills</b></p> <p>Draw or read a range of simple maps that use symbols and a key. Use class agreed symbols on a simple map.</p> <p>Spatial matching; match the same area eg. continent on a larger map.</p> <p>Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.</p> <p>Identify the five major climate zones on Earth.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p>	<p align="center"><b>Fieldwork; Enquiry Skills</b></p> <p>Analyse primary data, identifying any patterns observed.</p> <p>Gather evidence to answer a geographical question or enquiry.</p> <p>Explain how the weather affects the use of urban and rural environments.</p>
<p><b>Trips: Verulamium History/Geography study maps, orientation, follow trails, draw maps of the site and visit, location an place knowledge information.</b></p>			
<p><b>Being a Geographer in Year 4</b></p> <p><b>Big Questions</b></p>			
<p align="center"><b>Autumn</b></p>		<p align="center"><b>Spring</b></p>	

<b>Interconnected World</b> Compass points; Four and six-figure grid references; Tropics of Cancer and Capricorn; Countries, climate and culture of North and South America; Significant physical features of the UK; Renewable and non-renewable energy; National Rail network; UK canal network; Fieldwork; Local enquiry		<b>Misty Mountain, Winding River</b> Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis	
What is the difference between the North and South American climate?		How does a river change from source to mouth? Are all mountains the same?	
<b>Interconnected World</b> <i>What is the difference between the North and South American climate?</i> <ul style="list-style-type: none"> <li>This essential skills and knowledge project teaches children about <b>compass points and four and six-figure grid references</b>. They learn about the <b>tropics and the countries, climates and culture of North and South America</b>. Children identify <b>physical features in the United Kingdom and learn about the National Rail and canal networks</b>. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</li> </ul>		<b>Misty Mountain, Winding River</b> <i>How does a river change from source to mouth?</i> <i>Are all mountains the same?</i> <ul style="list-style-type: none"> <li>This project teaches children about the <b>characteristics and features of rivers and mountain ranges around the world</b>, including a detailed <b>exploration of the ecosystems</b> and processes that shape them and the land around them.</li> </ul>	
<b>Geographical Skills/ LI</b>			
<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Map Skills</b>	<b>Fieldwork; Enquiry Skills</b>
Name, locate and explain the significance of a place.  Name, locate and explain the importance of significant mountains or rivers.  Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	Describe altitudinal zonation on mountains (glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest).  Identify, describe and explain the formation of different mountain types.  Describe and compare aspects of physical features (rivers – from source to mouth).  Describe and explain the transportation of materials by rivers.  Describe the properties of different types of soil.  Describe a range of human features and their location and explain how they are interconnected.  Describe how natural resources can be harnessed to create sustainable energy.	Draw or read a range of simple maps that use symbols and a key.  Spatial matching; match the same area eg. continent on a larger map.  Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.  Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.  Identify the topography of an area of the UK using contour lines on a map. <ul style="list-style-type: none"> <li>arrangement of the natural and artificial physical features of an area.</li> <li>Identify the location of the Tropics of Cancer and Capricorn on a world map.</li> </ul>	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. <ul style="list-style-type: none"> <li>Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet.</li> </ul> Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.  Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.  Explain how the physical processes of a river, sea or ocean have changed a landscape over time.  Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.  Explain climatic variations of a country or continent.
<b>Fieldtrip:</b> River visit; River Chess <b>Cross-Curricular links:</b> <b>History:</b> Vikings <b>Science:</b> Water Cycle, Habitats, Changing Environments			
<b>Being a Geographer in Year 5</b>			
<b>Big Questions</b>			
<b>Autumn</b>		<b>Spring</b>	

<p align="center"><b>Investigating our World</b></p> <p>Ordnance Survey maps; Contour lines; Six-figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relatives locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork</p>		<p align="center"><b>Sow, Grow and Farm</b></p> <p>Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; <b>Physical features of North and South America; Farming in North and South America; Food transportation</b></p>	
<p align="center">What is a biome? What is a vegetation belt?</p>		<p align="center">How far has your food travelled? (Should we import our food?)</p>	
<p><b>Investigating Our World</b> <i>What is a biome?</i> <i>What is a vegetation belt?</i></p> <ul style="list-style-type: none"> <li>This essential skills and knowledge project teaches children about <b>locating map features</b> using a range of methods. They learn about the <b>Prime Meridian, Greenwich Mean Time (GMT)</b>, and worldwide time zones and study <b>interconnected climate zones, vegetation belts and biomes</b>. Children learn about <b>human geography and capital cities</b> worldwide before looking at the <b>UK motorway network and settlements</b>. They carry out an enquiry to identify local settlement types.</li> </ul>		<p><b>Sow, Grow and Farm</b> <i>How far has your food travelled?</i> <i>Should we import our food?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the features and characteristics of <b>land use in agricultural regions across the world</b>, including a detailed <b>exploration of significant environmental areas</b>.</li> </ul>	
<b>Geographical Skills/ LI</b>			
<p align="center"><b>Locational and Place Knowledge</b></p> <p>Name, locate and explain the significance of a place.</p> <p>Name, locate and describe major world cities.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p> <p>Identify and describe the similarities and differences in physical and human geography between continents.</p> <p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p>	<p align="center"><b>Human and Physical Geography</b></p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Describe in detail the different types of agricultural land use in the UK.</p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).</p> <p>Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</p>	<p align="center"><b>Map Skills</b></p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Spatial matching; match the same area eg. cities on a larger map.</p> <p>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Identify elevated areas, depressions and river basins on a relief map.</p> <p>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p>	<p align="center"><b>Fieldwork; Enquiry Skills</b></p> <p>Construct or carry out a geographical enquiry by gathering and analysing a range of sources.</p> <p>Explain how the climate affects land use.</p> <p>Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Analyse and compare a place, or places, using aerial photographs. atlases and maps.</p> <p>Identify and explain ways that people can improve the production of products without compromising the needs of future generations.</p>
<p><b>English:</b> Non-chronological reports; Leaflets; Balanced arguments, <b>History:</b> Dig for Victory, <b>Science:</b> Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming <b>Trip: Harrow Allotment</b></p>			
<p><b>Being a Geographer in Year 6</b> <b>Big Questions</b></p>			
<b>Autumn</b>		<b>Summer</b>	

<p align="center"><b>Our Changing World</b></p> <p>Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry</p>	<p align="center"><b>Frozen Kingdoms</b></p> <p><b>Arctic and Antarctic regions;</b> Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism</p>
<p align="center">What are the causes of Climate Change? (Why do you think Saudi Arabia is a major oil exporter?)</p>	<p align="center">What are the effects of Climate Change?</p>
<p><b>Our Changing World</b> <i>What are the causes of Climate Change? Why do you think Saudi Arabia is a major oil exporter?</i></p> <ul style="list-style-type: none"> <li>This essential skills and knowledge project <b>revises the features of Earth, time zones and lines of latitude and longitude</b> to pinpoint places on a map. Children find out more about <b>map scales, grid references, contour lines and map symbols</b>. They learn about <b>climate change</b> and the importance of <b>global trade</b>. Children analyse data and carry out fieldwork to find out about local <b>road safety</b>. They study <b>patterns of human settlements</b> and carry out an enquiry to describe local settlement patterns.</li> </ul>	<p><b>Frozen Kingdoms</b> <i>What are the effects of climate change?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the characteristics and <b>features of polar regions, including the North and South Poles</b>, and includes a detailed exploration of the <b>environmental factors that shape and influence them</b>.</li> </ul>

**Geographical Skills**

<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Map Skills</b>	<b>Fieldwork; Enquiry Skills</b>
<p>Name, locate and explain the significance of a place.</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Name, locate and explain the distribution of significant industrial, farming and exporting regions around the world.</p>	<p>Compare and describe physical features of polar landscapes.</p> <p>Describe the climatic similarities and differences between two regions.</p> <p>Describe the distribution of natural resources in an area or country.</p> <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</p> <p>Describe the physical processes, including weather, that affect two different locations.</p>	<p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Use satellite imaging and maps of different scales to find out geographical information about a place.</p>	<p>Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.</p> <p>Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.</p> <p>Explain how climate change affects climate zones and biomes across the world.</p> <p>Explain how humans function in the place they live. Evaluate the extent to which climate and extreme weather affect how people live.</p> <p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p> <p>Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.</p>

**Trip: residential trip to France**