



EYFS	Autumn	Spring	Summer
Overview	<p>Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.</p>		
Key Concepts: (take from EYFS curriculum)	<ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society; - 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. - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Knowledge	<p>Where do I live? What do I know about other countries? How are they similar/ different to the UK? What do I know about the natural world? What do I understand about the changing seasons/ weather patterns?</p>		
Skills	<p>Observational skills of the environment/ natural world Celebrate festivals. Try different foods. Explore geographical stories Create different environments to explore. Talk about their home/ holidays/ countries on a map/globe/ photos/ aerial photos.Direction language. Create maps and symbols</p>		
Enrichment	<p>Autumn Walks Moor Park Beach visit</p>	<p>Ambulance, Police, Fire Engine visits Visit train station Beach visit</p>	<p>Walks in local area/ minibeast hunts Beach visit</p>

Year 1	Autumn	Spring	Summer
Overview	Maps of the world Continents and oceans Weather (Geography skills)	The United Kingdom UK Cities Blackpool (UK Geography)	Australia (World Geography)
Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques	Techniques Location Physical features Human features	Location Physical features Human features Physical Processes Human Processes	Location Physical features Human features Physical Processes Human Processes
Prior Learning	Seasons Their local area Comparing the UK to other countries		
Knowledge - what will our children learn? (see Chris Quigley Milestone 1)	What is a globe, map, atlas, satellite images. Label N,S,E,W. Label North Pole, South Pole axis, equator, northern hemisphere, southern hemisphere. What are the 7 continents? Name the 5 oceans. What seas are close to the UK? What is a country? What is a sea? Record the weather using weather symbols. Different types of weather including extreme weather.	Which countries make up Great Britain, UK, The British Isles? In which ocean is the UK? Describe the UK's position on a map of the world. Look at England, Scotland, N Ireland, Wales- what is their flag, capital city? Describe particular physical features of each country eg: rivers, mountains, notable places/buildings etc In which country is Blackpool? Describe Blackpool's location in England- in northern England, on the coast etc.	Where is Australia? What is its capital city? Which ocean surrounds it? What is the Outback? What is Uluru? Which is its highest mountain/ longest river? What is the Great Barrier Reef? What is its flag? Who are the aborigines? Name some of the common birds and animals that are found in Australia. What lives in the Great Barrier Reef? What is the capital of Australia? Describe some of the main features/ landmarks in Sydney.
Skills - what do we want our children to do? (see Chris Quigley Milestone 1)	<ul style="list-style-type: none"> • Ask and try to answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Name and try to locate the world's continents and oceans • Identify 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: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop 	<ul style="list-style-type: none"> • Ask and try to answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple fieldwork and observational skills to study the geography of the school and features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features • Name, locate and identify some characteristics of the four countries and capital cities of the United Kingdom. • Identify land use around the school. • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify features of a location in order to say whether it is a city, town, village, coastal or rural area. • Name and find the world's continents and oceans • Understand some similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. (Blackpool and Australia) • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather • key human features, including: city, town, village, factory, farm, house, office and shop.

	<ul style="list-style-type: none"> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe places Devise a simple map; use and construct basic symbols in a key. 	<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far.) 	
Enrichment	Create a weather station. Beach visit- focus on the sea.	Beach visit- focus on map skills/ landmarks.	Zoo visit?
Year 2	Autumn	Spring	Summer
Overview	Maps of the world Continents and oceans Weather (Geography skills)	The United Kingdom Uk Cities Blackpool (UK Geography)	Australia (World Geography)
Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques	Techniques Location Physical features Human features	Location Physical features Human features Physical Processes Human Processes	Location Physical features Human features Physical Processes Human Processes
Prior Learning	Geographical skills Uk Australia		
Knowledge - what will our children learn? (see Chris Quigley Milestone 1)	<p>Compare maps and satellite images of the Earth- what can you see? How are they similar/ different? Compare maps and globes. Use an atlas and explain how to find the UK, 5 oceans, 7 continents, school. Which are best- globes, maps, satellite images? Eg. maps are better than globes when we want more detail. Organise continents in order of size. Organise oceans in order of size. Explain the difference between a country and continent; a sea and an ocean. Why is Antarctica not inhabited? Describe the features and location of the continents. Record the weather. Compare different types of extreme weather. Categorise different types of weather. Compare weather across the seasons. Answer questions such as: Is it always hot in summer?</p>	<p>Compare England's location with other countries in the UK. Describe England's position in Europe/ the World. Identify and compare the features of the different countries eg; the length of rivers, height of mountains. Identify and compare cities in the 4 countries- what is a city? Do they all have cathedrals? Which is the biggest city? Identify famous landmarks in the capital cities of each country. What are the famous landmarks of Blackpool/ Compare some of the landmarks eg the height of Big Ben, Blackpool Tower etc.</p>	<p>Compare the location of Australia and the UK. Compare the physical and human features of the UK and Australia. Describe the location of Australia as part of the Commonwealth, as part of a continent, where it is in the world. Name some of the major cities in Australia. What is the significance of Uluru? Compare the everyday life of the aborigines and the life of a city person in Australia. Compare the wildlife of Australia with the UK- why is it different ? (Different climates) Investigate and organise information about the different creatures that live in the Great Barrier Reef. Compare Sydney with London- weather, population, location, tourist attractions etc.</p>

<p>Skills - what will they be able to do? (see Chris Quigley Milestone 1)</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans • 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: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Identify land use around the school. • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Name and locate the world's continents and oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.(Blackpool and Australia) • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather • key human features, including: city, town, village, factory, farm, house, office and shop.
<p>Enrichment</p>	<p>Use a class weather station to record local weather and weather in other places. Beach visit- focus on the sea.</p>	<p>Beach visit- focus on map skills/ landmarks.</p>	<p>Links with a school in Australia?</p>

Year 3	Autumn (Autumn & 2 2021)	Spring	Summer
<p>Overview</p>	<p>Maps of the World Europe (Geography skills + Europe)</p>	<p>Earthquakes and Volcanoes (World Geography)</p>	<p>Landscape and Erosion and deposition(coasts.) (UK/ Local Geography)</p>
<p>Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques</p>	<p>Techniques Location Diversity Physical Features</p>	<p>Location Physical features Physical Processes</p>	<p>Physical features Human features Physical processes Human processes</p>

Prior Learning Eras and Civilisations	Geographical skills Uk Australia	Geographical skills Uk Australia Europe	Geographical skills Uk Australia Europe Volcanoes and Earthquakes
Knowledge - what will our children learn?see Chris QuigleyMilestone 2	Label the equator, tropics, prime meridian, western and eastern hemispheres, longitude and latitude. Which countries are in Europe? Locate and label some countries. What are the 2 main boundaries between Europe and Asia. Which oceans border Europe? Which are the 3 biggest countries? Which are the 5 primary rivers in Europe? Where are they and how long are they? Name some of the major mountain ranges in Europe. Where are they and how tall are they?	Label and describe the Earth's core, outer core, mantle, crust. Describe tectonic plates and locate them on a world map.What happens when tectonic plates move? What are the 3 ways that tectonic plates can move? What is the Pacific Ring of Fire? Where is it? Describe its features. How have the tectonic plates caused the Pacific Ring of Fire? Describe different types of mountains and how they are formed- volcano, fold, block.Give some examples of these mountain types.	What is weathering? What are the 2 types of weathering?(mechanical and chemical) What is landform? How does weathering affect landforms? What is a watercourse? Draw and label the parts of a river including source, mouth, tributaries, delta, meander, estuary. What is a coast? Label its main features. What causes erosion at the coast? How are caves, bays, headlands, arches, stacks, cliffs, beaches created? What is deposition? What are different types of sea defences? Look at the features of the coast at Blackpool. Are there any sea defences?
Skills - what will they be able to do?	Ask and try to answer geographical questions about the physical and human characteristics of a location. • Give own views about locations. . • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify some of their main physical and human characteristics . • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Describe geographical similarities and differences between countries. . • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle . • human geography, including: settlements and land use. • Begin to use the eight points of a compass, symbols and key to describe knowledge of the United Kingdom and the wider world	Ask and try to answer geographical questions about the physical and human characteristics of a location. • Give own views about locations. . • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features . • Use resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify some of their main physical and human characteristics . • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas . • Describe geographical similarities and differences between countries. • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Begin to use the eight points of a compass,, symbols and key to describe knowledge of the United Kingdom and the wider world	Ask and try to answer geographical questions about the physical and human characteristics of a location. • Give own views about locations. . • Use fieldwork to observe the human and physical features in the local area recording information using sketch maps, plans and graphs and digital technologies . • Use resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.. • Describe how the locality of the school has changed over time . • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle
Enrichment	Beach visit- recognising key physical/ human features of our area. Compass work		Beach visit- features of our coast including sea defences.

Year 4	Autumn	Spring	Summer
--------	--------	--------	--------

Overview	Maps of the World Europe (Geography skills + Europe)	Earthquakes and Volcanoes (World Geography)	Landscape and Erosion and deposition. (UK/ Local Geography)
Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques	Techniques Location Diversity Physical Features	Location Physical features Physical Processes	Physical features Human features Physical processes Human processes
Prior Learning	Geographical skills Uk Australia Europe Volcanoes and Earthquakes	Geographical skills Uk Australia Europe Volcanoes and Earthquakes	Geographical skills Uk Australia Europe Volcanoes and Earthquakes
Knowledge - what will our children learn?see Chris QuigleyMilestone 2	Use knowledge of map techniques to describe locations such as Greenwich, Blackpool, our school, capital cities in the UK/Europe. What are time zones- link to lines of longitude. Compare the location of Europe with other continents. Organise information about Europe eg. location, number of countries, languages spoken etc. Create a graph of the populations of Europe. Investigate the largest and smallest cities in Europe. Investigate the route of one of the primary rivers in Europe. Organise information about the major mountain ranges.	Compare the Earth's crust and mantle. Explain the physical features of a volcano. What are the similarities between a volcano and a mountain. Investigate how the world's continents have changed since Earth's creation. How would the tectonic process cause an earthquake? Mountain ranges? Which mountain ranges have been created by plate tectonics? What are active, dormant, extinct volcanoes- give examples. How are volcanoes created? How are earthquakes created? Compare the processes. Explain why many of the world's volcanoes occur around the Pacific Ring of Fire. Compare and contrast the way that volcanoes, fold and block mountains are formed. Organise information about volcanoes, fold and block mountains.	What is the difference between a river's source and its mouth; tributary and river; meander and mouth. What is an oxbow lake? What are subterranean rivers? Look at local river estuaries e.g. River Ribble at Lytham/ River Wyre- what are the features? Demonstrate how waves erode coasts. Investigate erosion rates at coasts in Europe. Investigate and organise information about places in Europe that have arches and stacks. Investigate and organise information about Blackpool's coastline, its features, erosion and deposition- how is it being managed and which sea defences have been introduced.
Skills - what will they be able to do?	Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe key aspects of:	Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Use a range of resources to identify the key physical and human features of a location. • Name and locate the countries of Europe and identify their main physical and human characteristics • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas • Describe geographical similarities and differences between countries. • Describe key aspects of:	Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons • Use fieldwork to observe 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 • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time..

	<ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements and land use. • Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • Describe how the locality of the school has changed over time • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements and land use.
Enrichment	Beach visit- describing key physical/ human features of our area. Compass work- use 8 point compass to describe locations in relation to the beach.		Beach visit/ River Wyre visit

Year 5	Autumn	Spring	Summer
Overview	Using Maps Climate Change and Ocean Currents (Geography skills/Local/ UK/ World)	Biomes and Climate Zones (UK/ World Geography)	North and South America (World Geography)
Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques	Techniques Physical Processes Human Processes Human Features	Location Physical Features Human Features Physical Processes Human Processes Diversity	Location Physical Features Human Features Physical Processes Human Processes Diversity
Prior Learning	Geographical skills Uk Australia Europe Volcanoes and Earthquakes	Geographical skills Uk Australia Europe Volcanoes and Earthquakes Climate Change	Geographical skills Uk Australia Europe Volcanoes and Earthquakes Climate Change Biomes and climate zones
Knowledge - what will our children learn? Chris Quigley Milestones 3 (MS2 for Climate Change)	On a map locate and label the title, compass rose, key, lines of longitude and latitude, scale and describe the purpose of these features. What is a grid reference? Use 4 figure grid references to find locations on a map. Use 4 figure grid references on local OS maps and identify locations through map symbols. What is an ocean current? What is a gyre? On a world map identify and label the main ocean currents. What is the Great Pacific Garbage Patch? What is weather? Climate? Climate change? What are some of the predicted effects of climate change? What are the main causes? What are the effects on humans and animals? What can we do to manage the effects of climate change? What are we doing at home? In school? In Blackpool?	Locate and label the Earth's biomes and climate zones on a world map. What is a biome? What is a climate zone? What is the difference between terrestrial and aquatic biomes? Investigate different biomes to find out their location; physical features; flora and fauna; human populations and processes that are evident there. Biomes to study: Ice Biome Tropical Biome Marine Biome	Describe the location of North/ South America. Label the different countries in South America. Identify different climate zones, biomes, populations, languages in North/ South America. Which are the most populated/ sparsely populated cities? Locate and label significant rivers and describe some of their features. Locate and label significant mountain ranges and describe some of their features.

<p>Skills - what will they be able to do?</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw some conclusions about locations. • Identify how the physical features affect the human activity within a location • Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location • Use fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results . • Describe how locations around the world are changing and explain some of the reasons for change. • Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world • Create maps of locations identifying some patterns (such as: land use, climate zones, population densities, height of land). 	<ul style="list-style-type: none"> • Collect statistics and other information in order to draw clear conclusions about locations. • Identify how the physical features affect the human activity within a location. • Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location. • Observe and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. .Describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) . • Understand some of the reasons for geographical similarities and differences between countries. • Describe aspects of geographical diversity across the world . • Describe how countries and geographical regions are interconnected and interdependent. . Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	<ul style="list-style-type: none"> • Collect statistics and other information in order to draw clear conclusions about locations. • Identify how the physical features affect the human activity within a location. • Use geographical resources to give descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. • Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some reasons for geographical similarities and differences between countries. • Describe how countries and geographical regions are interconnected and interdependent. . Describe and understand key aspects of: human geography, physical geography and diversity. • Create maps of location
<p>Enrichment</p>	<p>Beach visit- tidal currents</p>		

Year 6	Autumn	Spring	Summer
<p>Overview</p>	<p>Using Maps Climate Change and Ocean Currents (Geography skills/Local/ UK/ World)</p>	<p>Biomes and Climate Zones (UK/ World Geography)</p>	<p>North and South America (World Geography)</p>
<p>Key Concepts: Location Physical features Human features Diversity Physical Processes Human Processes Techniques</p>	<p>Techniques Physical Processes Human Processes Human Features</p>	<p>Location Physical Features Human Features Physical Processes Human Processes Diversity</p>	<p>Location Physical Features Human Features Physical Processes Human Processes Diversity</p>

<p>Prior Learning</p>	<p>Geographical skills Uk Australia Europe Volcanoes and Earthquakes Climate Change Biomes and climate zones North and South America</p>	<p>Geographical skills Uk Australia Europe Volcanoes and Earthquakes Climate Change Biomes and climate zones North and South America</p>	<p>Geographical skills Uk Australia Europe Volcanoes and Earthquakes Climate Change Biomes and climate zones North and South America</p>
<p>Knowledge - what will our children learn? Chris Quigley Milestone 3 (MS2 for Climate Change)</p>	<p>Investigate maps with differing scales to see the different levels of detail. Use the features of maps to create your own maps. Use 6 figure grid references to locate places. Use local OS maps and 6 figure grid references to identify locations and routes. How do ocean currents affect the world's climate. What is plastic pollution? How is it affected by ocean currents? How is melting polar ice caps affecting ocean currents? Collect data on carbon dioxide emissions from different human processes. Investigate places where climate change is having a noticeable effect. What could we do in Blackpool to slow climate change? Prepare information/ plans for the council.</p>	<p>Compare and contrast the location of the 7 climate zones. Can you make links between the location of climate zones and biomes. Organise information about a range of biomes. Compare the biomes and investigate the human processes which are affecting the biomes. Biomes to study: Temperate deciduous forest biome Freshwater Biome Tundra Biome</p>	<p>Compare and contrast the location of North America with Europe. Organise information about the location of 3 South American countries. Graph information about the populations of North/ South American cities. Compare New York City and Mexico City. Investigate and compare the locations of rivers in North America and South America. How are these rivers used? Eg. trade on North America Rivers. Investigate the river basins of the Amazon, Orinoco and Parana. Give an overview of the geographical distribution of mountains in North and South America.(Pacific Ring of Fire) Organise and graph information about rivers/ mountains. Use a range of different maps- topographic, political.</p>
<p>Skills - what will they be able to do?</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Describe how locations around the world are changing and explain some of the reasons for change. • Use the eight points of a compass, six figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • Understand some of the reasons for geographical similarities and differences between countries. • Describe geographical diversity across the world • Describe how countries and geographical regions are 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are

		<p>interconnected and interdependent.</p> <p>. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	<p>interconnected and interdependent.</p> <p>. Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Enrichment	Beach visit- Sea defences/ pollution		