



# **St. Peter and St. Paul's RC Primary School**

## **Geography- Unit and Progression Overview**



**Holding God's hand,  
we grow in faith together,  
we dream, believe, achieve.  
Following the footsteps of Jesus,  
we act with love,  
we care for one another  
and our world.**

## Subject Long Term Plan

Nursery		
Mathematics		Understanding the World
<ul style="list-style-type: none"><li>Understand position through words alone. For example, “The bag is under the table,”- with no pointing.</li><li>Describe a familiar route.</li><li>Discuss routes and locations, using words like ‘infront of’ and ‘behind’.</li></ul>		<ul style="list-style-type: none"><li>Use all their senses in hands-on exploration of natural materials.</li><li>Begin to understand the need to respect and care for the natural environment and all living things.</li><li>Know that there are different countries in the world and talk about the difference they have experience or seen in photos.</li></ul>
Reception		
Understanding the World	Early Learning Goal: People, Culture and Communities	Early Learning Goal: The Natural World
<ul style="list-style-type: none"><li>Draw information from a simple map.</li><li>Recognise some similarities and differences between life in this country and life in other countries.</li><li>Explore the natural world around them.</li><li>Recognise some environments that are different to the one in which they live.</li></ul>	<ul style="list-style-type: none"><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>Understand some important processes and changes in the natural world around them, including the seasons.</li></ul>

Year 1		
<p style="text-align: center;"><b><u>What is it like here?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <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> </ul>	<p style="text-align: center;"><b><u>What is the weather like in the UK?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Human and physical geography</u></p> <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> </ul> <p><u>Geographical skills and fieldwork</u></p> <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> </ul>	<p style="text-align: center;"><b><u>What is it like to live in Shanghai?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>

<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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 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>	<p><u>Geographical skills and fieldwork</u></p> <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>
<p><b><u>What is it like here?</u></b></p> <p>Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>	<p><b><u>What is the weather like in the UK?</u></b></p> <p>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p>	<p><b><u>What is it like to live in Shanghai?</u></b></p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>
<p><b><u>Fieldwork</u></b></p> <p>Using maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.</p> <p><b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Considering how we change our behaviour in response to different weather and keeping a weather diary or record.</p> <p><b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork.</p> <p><b>Location:</b> Local area surrounding school.</p>
<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Scale Interdependence</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Place Space Physical and human processes</p> <p>Mission- Environmental impact and sustainable development/ Care for our common home</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Interdependence</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Space Scale Interdependence Physical and human processes Cultural awareness and diversity</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Recognising some physical features in their locality.</li> <li>Recognising some human features in their locality.</li> <li>Using an atlas to locate the UK.</li> </ul>	<p><b>Skills:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating two of the world's seven continents on a world map.</li> </ul>

<ul style="list-style-type: none"> <li>Using directional language to describe the location of objects in the classroom and playground.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Recognising basic human features on aerial photographs.</li> <li>Recognising basic physical features on aerial photographs.</li> <li>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Asking questions about the world around them.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know that a country is a land or nation with its own government.</li> <li>To know the name of the country they live in.</li> <li>To know that an aerial photograph is a photograph taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know that symbols are often used on maps to represent features.</li> <li>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> </ul>	<ul style="list-style-type: none"> <li>Locating the four countries of the United Kingdom (UK) on a map of this area.</li> <li>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</li> <li>Showing on a map which country they live in and locating its capital city.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describing how the weather changes with each season in the UK.</li> <li>Describing the daily weather patterns in their locality.</li> <li>Confidently using the vocabulary 'season' and 'weather'.</li> <li>Recognising some physical features in their locality.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Using an atlas to locate the UK.</li> <li>Using directional language to describe the location of objects in the classroom and playground.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>Using an atlas to locate the four countries in the UK.</li> <li>Responding to instructions using directional language to follow routes.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Asking questions about the world around them.</li> </ul> <p><b>Knowledge:</b></p> <p><u>Locational knowledge</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>The name of two continents (Europe and Asia).</li> <li>That a continent is a group of countries.</li> <li>That they live in the continent of Europe.</li> <li>That the UK is short for 'United Kingdom'.</li> <li>That a country is a land or nation with its own government.</li> <li>That the United Kingdom is made up of four countries and their names.</li> <li>The name of the country they live in.</li> </ul>	<ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> <li>Naming some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Naming some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Recognising some physical features in their locality.</li> <li>Recognising some human features in their locality.</li> <li>Using an atlas to locate the UK.</li> <li>Using a world map and globe to locate four of the world's seven continents (Europe and Asia).</li> <li>Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</li> <li>Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Recognising local landmarks on aerial photographs.</li> <li>Recognising basic human features on aerial photographs.</li> <li>Recognising basic physical features on aerial photographs.</li> <li>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</li> <li>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>Adding labels to sketch maps.</li> <li>Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know the name of the two continents (Europe and Asia).</li> <li>To know that a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> <li>To know that life elsewhere in the world is often different to ours.</li> <li>To know that life elsewhere in the world often has similarities to ours.</li> <li>To know that physical features means any feature of an area that is on the Earth naturally.</li> <li>To know that human features means any feature of an area that was made or built by humans.</li> </ul>
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	<p><u>Human and physical geography</u> To know:</p> <ul style="list-style-type: none"> <li>• The four seasons of the UK.</li> <li>• That 'weather' refers to the conditions outside at a particular time.</li> <li>• That different parts of the UK often experience different weather.</li> <li>• That a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>• That weather conditions can be measured and recorded.</li> </ul> <p><u>Geographical skills and fieldwork</u> To know:</p> <ul style="list-style-type: none"> <li>• Simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> <li>• That a compass is an instrument we can use to find which direction is north.</li> <li>• Which direction is N, S, E, W on a map.</li> </ul>	
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## Year 2

<p><b><u>Would you prefer to live in a hot or cold place?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> </ul> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <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: 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> <p><u>Geographical skills and fieldwork</u></p>	<p><b><u>Why is our world wonderful?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Locational knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <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</li> </ul>	<p><b><u>What is it like to live by the coast?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p><b>Pupils should be taught to:</b></p> <p><u>Locational knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <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</li> </ul>
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<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>	<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <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>	<p>example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <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>
<p><b><u>Would you prefer to live in a hot or cold place?</u></b></p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>	<p><b><u>Why is our world wonderful?</u></b></p> <p>Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.</p>	<p><b><u>What is it like to live by the coast?</u></b></p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p>
<p><b><u>Fieldwork</u></b></p> <p>Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences.</p> <p><b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p> <p><b>Location:</b> Local woodland or green space in the school grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Investigating how people use the local coastline by completing a tally chart.</p> <p><b>Location:</b> Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)</p>
<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Scale Interdependence Cultural awareness and diversity</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Mission-Environmental impact and sustainable development/Care for our Common Home</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Interdependence Scale</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space Scale Interdependence Physical and human processes</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map.</li> <li>Locating the world's five oceans on a world map.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Showing on a map the oceans nearest the continent they live in.</li> </ul>

<ul style="list-style-type: none"> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Describing what physical features may occur in a hot place in comparison to a cold place.</li> <li>Locating some hot and cold areas of the world on a world map.</li> <li>Locating the Equator and North and South Poles on a world map.</li> <li>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Recognising there are different ways to answer a question.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know some similarities and differences between their local area and a contrasting non European country.</li> <li>To know that the Equator is an imaginary line around the middle of the Earth.</li> <li>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li> <li>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li> <li>To be able to name the seven continents of the world.</li> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> </ul>	<ul style="list-style-type: none"> <li>Showing on a map the oceans nearest the continent they live in.</li> <li>Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>Describing the key physical features in a local river area using basic geographical vocabulary.</li> <li>Recognising why maps need a title.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>Using a world map, globe and atlas to locate the world's five oceans.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Drawing a map and using class agreed symbols to make a simple key.</li> <li>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>Finding a given OS symbol on a map with support.</li> <li>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>Discussing the features they see in the area surrounding their school when on a walk.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>Classifying the features they notice into human and physical with teacher support.</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul>	<ul style="list-style-type: none"> <li>Locating the surrounding seas of the UK on a map of this area .</li> <li>Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.</li> <li>Describing and understanding the differences between a city, town and village.</li> <li>Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.</li> <li>Recognising why maps need a title.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>Using a map to follow a prepared route.</li> <li>Recognising human features on aerial photographs and plan perspectives.</li> <li>Recognising physical features on aerial photographs and plan perspectives.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know that there are four bodies of water surrounding the UK and to be able to name them.</li> <li>To know that coasts (and other physical features) change over time.</li> <li>To know some key physical features of the UK.</li> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know some key human features of the UK.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> <li>To know that a pictogram is a chart that uses pictures to show data.</li> </ul>
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	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>To be able to name the seven continents of the world.</li> <li>To be able to name the five oceans of the world.</li> <li>To name some characteristics of the four capital cities of the UK.</li> <li>To know the four capital cities of the UK.</li> <li>To know that a capital city is the city where a country's government is located.</li> <li>To know some key physical features of the UK.</li> <li>To know some key human features of the UK.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> </ul>	
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### Year 3

<p><b><u>Why do people live near volcanoes?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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> </ul> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b><u>Who lives in Antarctica?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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>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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b><u>Are all settlements the same?</u></b></p> <p><b>NATIONAL CURRICULUM</b></p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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> </ul> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <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> <p><u>Geographical skills and fieldwork</u></p>
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<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<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>
<p><b><u>Why do people live near volcanoes?</u></b></p> <p>Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>	<p><b><u>Who lives in Antarctica?</u></b></p> <p>Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.</p>	<p><b><u>Are all settlements the same?</u></b></p> <p>Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p>
<p><b><u>Fieldwork</u></b></p> <p>Observing and recording the location of rocks around the school grounds and discussing how they originated.</p> <p><b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition.</p> <p><b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Mapping and discussing why physical and human features are in particular locations.</p> <p><b>Location:</b> Local area</p>
<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Scale Physical and human processes Cultural awareness and diversity</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Space Interdependence</p> <p>Mission-Environmental impact and sustainable development/Care for our Common Home</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Space Scale Physical and human processes</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Place Cultural awareness and diversity</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space Scale Interdependence Physical and human processes Cultural awareness and diversity</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating the world's most significant mountain ranges on a map and identifying any patterns.</li> <li>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</li> <li>Identifying how topographical features studied have changed over time using examples.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> <li>Finding lines of latitude and longitude on a globe and explaining why these are important.</li> <li>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Locating some major cities of the countries studied.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Locating some counties in the UK (local to your school).</li> <li>Locating some cities in the UK (local to your school).</li> <li>Beginning to locate the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> </ul>

<ul style="list-style-type: none"> <li>• Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Understanding some of the causes of climate change.</li> <li>• Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li> <li>• Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> <li>• Using simple sampling techniques appropriately.</li> <li>• Taking digital photos and labelling or captioning them.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know the names of some countries and major cities in Europe and North and South America.</li> <li>• To know the names of some of the world's most significant mountain ranges.</li> <li>• To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</li> <li>• To know the main types of land use.</li> <li>• To know some types of settlement.</li> <li>• To know the negative effects of living near a volcano.</li> <li>• To know the positive effects of living near a volcano.</li> <li>• To know the negative effects an earthquake can have on a community.</li> <li>• To know ways in which communities respond to earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</li> <li>• Identifying the position and significance of both the Arctic and Antarctic Circle.</li> <li>• Describing and beginning to explain similarities between two regions studied.</li> <li>• Describing and beginning to explain differences between two regions studied.</li> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Discussing climates and their impact on trade, land use and settlement.</li> <li>• Explaining what measures humans have taken in order to adapt to survive in cold places.</li> <li>• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>• Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>• Describing how humans use water in a variety of ways.</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li> <li>• Using the scale bar on a map to estimate distances.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Zooming in and out of a digital map.</li> <li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li> <li>• Beginning to locate features using the 8 points of a compass.</li> <li>• Making and using a simple route on a map.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how a locality has changed over time, giving examples of both physical and human features</li> <li>• Describing and beginning to explain similarities between two regions studied.</li> <li>• Describing and beginning to explain differences between two regions studied.</li> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location.</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place.</li> <li>• Beginning to use maps at more than one scale.</li> </ul> <ul style="list-style-type: none"> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li> <li>• Using the scale bar on a map to estimate distances.</li> <li>• Finding countries and features of countries in an atlas using contents and index</li> <li>• Zooming in and out of a digital map.</li> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Making and using a simple route on a map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> </ul>
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<ul style="list-style-type: none"> <li>• To know the different types of mountains and volcanoes and how they are formed.</li> <li>• To know that an earthquake is the intense shaking of the ground.</li> <li>• To know the different types of settlement.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To recognise world maps as a flattened globe.</li> <li>• To know how to use various simple sampling techniques.</li> <li>• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know where North and South America are on a world map.</li> <li>• To know the names of some countries and major cities in Europe and North and South America.</li> <li>• To know that climate zones are areas of the world with similar climates.</li> <li>• To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li> <li>• To know the world's biomes.</li> <li>• To know the main types of land use.</li> <li>• To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li> <li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li> <li>• To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li> <li>• To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</li> <li>• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</li> <li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn</li> <li>• To know the world's different climate zones.</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To understand that a scale shows how much smaller a map is compared to real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Mapping land use in a small local area using maps and plans.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> <li>• Taking digital photos and labelling or captioning them.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know the names of some of the world's most significant rivers.</li> <li>• To know the name of some counties in the UK (local to your school).</li> <li>• To know the name of some cities in the UK (local to your school).</li> <li>• To know the name of the county that they live in and their closest city.</li> <li>• To begin to name the twelve geographical regions of the UK.</li> <li>• To know the main types of land use.</li> </ul> <ul style="list-style-type: none"> <li>• To know some types of settlement.</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To know the UK grows food locally and imports food from other countries.</li> <li>• To understand that a scale shows how much smaller a map is compared to real life.</li> <li>• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>• To know that an OS map shows human and physical features as symbols</li> <li>• To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</li> </ul>
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	<ul style="list-style-type: none"> <li>• To recognise world maps as a flattened globe.</li> <li>• To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• To know an enquiry-based question has an open-ended answer found by research.</li> <li>• To know what a bar chart, pictogram and table are and when to use which one best to represent data.</li> </ul>
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## Year 4

<p><b><u>Why are rainforests important to us?</u></b></p> <p><b>NATIONAL CURRICULUM</b> Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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>• 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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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 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>	<p><b><u>Where does our food come from?</u></b></p> <p><b>NATIONAL CURRICULUM</b> Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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> </ul> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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 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>	<p><b><u>What are rivers and how are they used?</u></b></p> <p><b>NATIONAL CURRICULUM</b> Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <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> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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> </ul>
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		<ul style="list-style-type: none"> <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>
<p><b><u>Why are rainforests important to us?</u></b></p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p><b><u>Where does our food come from?</u></b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>	<p><b><u>What are rivers and how are they used?</u></b></p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p>
<p><b><u>Fieldwork</u></b></p> <p>Collecting data to understand how local woodland is used with a variety of data collection methods. <b>Location:</b> Local woodland (or park)</p>	<p><b><u>Fieldwork</u></b></p> <p>Designing and carrying out an interview to collect data on where school dinners are sourced. <b>Location:</b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Identifying and locating human and physical features of a local river on a map. <b>Location:</b> River environment</p>
<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Scale Interdependence Physical and human processes Mission-Environmental impact and sustainable development/Care for our Common Home Cultural awareness and diversity</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Space</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space Scale Interdependence Physical and human processes Mission-Environmental impact and sustainable development/Care for our Common Home Cultural awareness and diversity</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space Scale Physical and human processes</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Interdependence Mission-Environmental impact and sustainable development/Care for our Common Home Cultural awareness and diversity</p>
<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Locating some of the world's most significant rivers and identifying any patterns.</li> <li>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> <li>Identifying how topographical features studied have changed over time using examples.</li> <li>Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Locating some major cities of the countries studied.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> <li>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> <li>Identifying the position and significance of both the Arctic and Antarctic Circle.</li> <li>Describing and beginning to explain similarities between two regions studied.</li> <li>Describing and beginning to explain differences between two regions studied.</li> </ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating some major cities of the countries studied.</li> <li>Locating key physical features in countries studied including significant environmental regions.</li> <li>Locating the world's most significant mountain ranges on a map and identifying any patterns.</li> <li>Locating some of the world's most significant rivers and identifying any patterns.</li> <li>Locating some cities in the UK (local to your school).</li> <li>Beginning to locate the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> </ul>

<ul style="list-style-type: none"> <li>• Finding lines of latitude and longitude on a globe and explaining why these are important.</li> <li>• Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> <li>• Describing and beginning to explain similarities between two regions studied.</li> <li>• Describing and beginning to explain differences between two regions studied.</li> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Discussing climates and their impact on trade, land use and settlement.</li> <li>• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>• Mapping and labelling the six biomes on a world map.</li> <li>• Understanding some of the causes of climate change.</li> <li>• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>• Describing how humans use water in a variety of ways.</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location.</li> <li>• Describing how humans can impact the environment both positively and negatively, using examples.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Making and using a simple route on a map.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Mapping land use in a small local area using maps and plans.</li> <li>• Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Discussing climates and their impact on trade, land use and settlement.</li> <li>• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> <li>• Mapping and labelling the six biomes on a world map.</li> <li>• Understanding some of the causes of climate change.</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place.</li> <li>• Describing how humans can impact the environment both positively and negatively, using examples.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li> <li>• Using the scale bar on a map to estimate distances.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Making digital audio recordings for a specific purpose.</li> <li>• Designing a questionnaire/interviews to collect qualitative fieldwork data.</li> <li>• Using a questionnaire/interviews to collect quantitative fieldwork data.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing how and why humans have responded in different ways to their local environments.</li> <li>• Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li> <li>• Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>• Describing how humans use water in a variety of ways.</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location.</li> <li>• Explaining why different locations have different human features.</li> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Zooming in and out of a digital map</li> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li> <li>• Beginning to locate features using the 8 points of a compass.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> <li>• Beginning to choose the best approach to answer an enquiry question.</li> <li>• Mapping land use in a small local area using maps and plans.</li> </ul>
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<ul style="list-style-type: none"> <li>• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Collecting quantitative data in charts and graphs.</li> <li>• Using a questionnaire/interviews to collect quantitative fieldwork data.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Suggesting different ways that a locality could be changed and improved.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know where North and South America are on a world map.</li> <li>• To know the names of some countries and major cities in Europe and North and South America.</li> <li>• To know the names of some of the world's most significant rivers.</li> <li>• To know that climate zones are areas of the world with similar climates.</li> <li>• To know the world's biomes.</li> <li>• To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>• To know the name of some counties in the UK (local to your school).</li> <li>• To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding answers to geographical questions through data collection.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know where North and South America are on a world map.</li> <li>• To know that climate zones are areas of the world with similar climates.</li> <li>• To know the world's different climate zones.</li> <li>• To know that biomes are areas of the world with similar climates, vegetation and animals.</li> <li>• To know the world's biomes.</li> <li>• To know vegetation belts are areas of the world which are home to similar plant species.</li> <li>• To know the main types of land use.</li> <li>• To know that countries near the Equator have less seasonal change than those near the poles.</li> <li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li> <li>• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li> <li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li> <li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li> <li>• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li> <li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li> <li>• To know that climates can influence the foods able to grow.</li> <li>• To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li> <li>• To know the UK grows food locally and imports food from other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering one-step and two-step geographical questions.</li> <li>• Observing, recording, and naming geographical features in their local environments.</li> <li>• Taking digital photos and labelling or captioning them.</li> <li>• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Suggesting different ways that a locality could be changed and improved.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know where North and South America are on a world map.</li> <li>• To know the names of some of the world's most significant mountain ranges.</li> <li>• To know the names of some of the world's most significant rivers.</li> <li>• To know the name of some counties in the UK (local to your school).</li> <li>• To know the name of some cities in the UK (local to your school).</li> <li>• To know the name of the county that they live in and their closest city.</li> <li>• To begin to name the twelve geographical regions of the UK.</li> <li>• To know the main types of land use.</li> <li>• To know some types of settlement.</li> <li>• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</li> <li>• To know the courses and key features of a river.</li> <li>• To know the different types of mountains and volcanoes and how they are formed.</li> <li>• To know water is used by humans in a variety of ways.</li> <li>• To know an urban place is somewhere near a town or city.</li> <li>• To know a rural place is somewhere near the countryside.</li> </ul>
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<ul style="list-style-type: none"> <li>To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li> <li>To know the world's different climate zones.</li> <li>To know that climates can influence the foods able to grow.</li> <li>To know the main types of land use.</li> <li>To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>To know the threats to the rainforest both on a local and global scale.</li> <li>To recognise world maps as a flattened globe.</li> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>To know that an OS map shows human and physical features as symbols.</li> <li>To know an enquiry-based question has an open-ended answer found by research</li> <li>To know what a questionnaire and an interview are.</li> <li>To know that quantitative data involves numerical facts and figures and is often objective.</li> <li>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> <li>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</li> <li>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</li> </ul>	<ul style="list-style-type: none"> <li>To know that grid references help us locate a particular square on a map.</li> <li>To know an enquiry-based question has an open-ended answer found by research.</li> <li>To know what a questionnaire and an interview are.</li> <li>To know that quantitative data involves numerical facts and figures and is often objective.</li> <li>To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a natural resource is something that people can use which comes from the natural environment.</li> <li>To know the UK grows food locally and imports food from other countries.</li> <li>To understand that a scale shows how much smaller a map is compared to real life.</li> <li>To recognise world maps as a flattened globe.</li> <li>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.</li> <li>To know that an OS map shows human and physical features as symbols.</li> <li>To know that grid references help us locate a particular square on a map.</li> <li>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</li> <li>To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).</li> <li>To know an enquiry-based question has an open-ended answer found by research.</li> <li>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</li> <li>To know a Likert scale is used to record people's feelings and attitudes.</li> <li>To know what a bar chart, pictogram and table are and when to use which one best to represent data.</li> </ul>
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## Year 5

<p><b><u>What is life like in the Alps?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <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</li> </ul>	<p><b><u>Why do oceans matter?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <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</li> </ul>	<p><b><u>Would you like to live in the desert?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <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>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</li> </ul>
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<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <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> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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>	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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 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>	<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place knowledge</u></p> <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> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: 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> <p><u>Geographical skills and fieldwork</u></p> <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> </ul>
<p><b><u>What is life like in the Alps?</u></b></p> <p>Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.</p>	<p><b><u>Why do oceans matter?</u></b></p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p><b><u>Would you like to live in the desert?</u></b></p> <p>Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.</p>
<p><b><u>Fieldwork</u></b></p> <p>Investigating what there is to do in the local area using data collection.</p> <p><b>Location:</b> Local area – focus on recreational land use (tourism)</p>	<p><b><u>Fieldwork</u></b></p> <p>Collecting data on the types of litter polluting a local marine environment.</p> <p><b>Location:</b> Marine environment (beach, river, reservoir, lake or pond)</p>	<p><b><u>Fieldwork</u></b></p> <p>None</p>

<p style="text-align: center;"><b>Concepts</b></p> <p style="text-align: center;"><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p style="text-align: center;">Place Space Interdependence</p> <p style="text-align: center;"><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p style="text-align: center;">Scale Physical and human processes Cultural awareness and diversity</p>	<p style="text-align: center;"><b>Concepts</b></p> <p style="text-align: center;"><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p style="text-align: center;">Place Scale Interdependence Physical and human processes <i>Mission-Environmental impact and sustainable development/Care for our Common Home</i> Cultural awareness and diversity</p> <p style="text-align: center;"><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p style="text-align: center;">Space</p>	<p style="text-align: center;"><b>Concepts</b></p> <p style="text-align: center;"><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p style="text-align: center;">Place Space Scale Cultural awareness and diversity</p> <p style="text-align: center;"><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p style="text-align: center;">Physical and human processes <i>Mission-Environmental impact and sustainable development/Care for our Common Home</i></p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Locating more countries in Europe and North and South America using maps.</li> <li>• Locating major cities of the countries studied.</li> <li>• Locating some key physical features in countries studied on a map.</li> <li>• Locating key human features in countries studied.</li> <li>• Identifying significant environmental regions on a map.</li> <li>• Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>• Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>• Describing and explaining similarities between two environmental regions studied.</li> <li>• Describing and explaining differences between two environmental regions studied.</li> <li>• Understanding how climates impact on trade, land use and settlement.</li> <li>• Describing and understanding the key aspects of the six biomes.</li> <li>• Describing and understanding the key aspects of the six climate zones.</li> <li>• Understanding some of the impacts and causes of climate change.</li> <li>• Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>• Recognising geographical issues affecting people in different places and environments.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Locating major cities of the countries studied.</li> <li>• Locating some key physical features in countries studied on a map.</li> <li>• Locating key human features in countries studied.</li> <li>• Identifying significant environmental regions on a map.</li> <li>• Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>• Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>• Understanding how climates impact on trade, land use and settlement.</li> <li>• Using maps to explore wider global trading routes.</li> <li>• Describing and understanding the key aspects of the six climate zones.</li> <li>• Understanding some of the impacts and causes of climate change.</li> <li>• Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.</li> <li>• Describing and understanding economic activity, including trade links.</li> <li>• Recognising geographical issues affecting people in different places and environments.</li> <li>• Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Locating more countries in Europe and North and South America using maps.</li> <li>• Locating major cities of the countries studied.</li> <li>• Locating some key physical features in countries studied on a map.</li> <li>• Locating key human features in countries studied.</li> <li>• Identifying significant environmental regions on a map.</li> <li>• Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>• Confidently locating the twelve geographical regions of the UK.</li> <li>• Understanding how land use has changed over time using examples.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>• Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance</li> <li>• Using longitude and latitude when referencing location in an atlas or on a globe.</li> <li>• Describing and explaining similarities between two environmental regions studied.</li> <li>• Describing and explaining differences between two environmental regions studied.</li> <li>• Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>• Understanding how climates impact on trade, land use and settlement.</li> <li>• Explaining how humans have used desert environments.</li> </ul>

<ul style="list-style-type: none"> <li>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> <li>Confidently using and understanding maps at more than one scale.</li> <li>Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>Using the scale bar on a map to calculate distances.</li> <li>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>Following a short pre-prepared route on an OS map.</li> <li>Choosing the best approach to answering an enquiry question.</li> <li>Making sketch maps of areas studied including labels and keys where necessary.</li> <li>Selecting appropriate methods for data collection.</li> <li>Designing interviews/questionnaires to collect qualitative data.</li> <li>Conducting interviews/questionnaires to collect qualitative data.</li> <li>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe and North and South America.</li> <li>To know some similarities and differences between the UK and a European mountain region.</li> <li>To know the location of key physical features in countries studied.</li> <li>To know why tourists visit mountain regions.</li> <li>To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently using and understanding maps at more than one scale.</li> <li>Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>Using the scale bar on a map to calculate distances.</li> <li>Beginning to use thematic maps to recognise and describe human and physical features studied.</li> <li>Selecting a map for a specific purpose.</li> <li>Choosing the best approach to answering an enquiry question.</li> <li>Making sketch maps of areas studied including labels and keys where necessary.</li> <li>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> <li>Selecting appropriate methods for data collection.</li> <li>Beginning to use standard field sampling techniques appropriately.</li> <li>Using GIS (Geographical Information Systems) to plot data sets.</li> <li>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>Evaluating evidence collected and suggesting ways to improve this.</li> <li>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know the location of key physical features in countries studied.</li> <li>To know why the ocean is important.</li> <li>To know some positive impacts of humans on the environment.</li> <li>To know some negative impacts of humans on the environment.</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Describing and understanding the key aspects of the six biomes.</li> <li>Describing and understanding the key aspects of the six climate zones.</li> <li>Understanding some of the impacts and causes of climate change.</li> <li>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>Describing and understanding economic activity, including trade links.</li> <li>Describing the 'push' and 'pull' factors that people may consider when migrating.</li> <li>Understanding the distribution of natural resources both globally and within a specific region or country studied.</li> <li>Recognising geographical issues affecting people in different places and environments.</li> <li>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</li> <li>Confidently using and understanding maps at more than one scale.</li> <li>Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</li> <li>Using models and maps to talk about contours and slopes.</li> <li>Interpreting and using real-time/live data.</li> <li>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe and North and South America.</li> <li>To know the location of key physical features in countries studied.</li> <li>To name and describe some of the world's vegetation belts.</li> </ul>
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<ul style="list-style-type: none"> <li>To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>To be aware of some issues in the local area.</li> <li>To know what a range of data collection methods look like.</li> <li>To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> <li>To know vegetation belts are areas of the world that are home to similar plant species.</li> <li>To name and describe some of the world's vegetation belts.</li> <li>To know which factors are considered before people build settlements.</li> <li>To know a line graph can represent variables over time.</li> <li>To know that natural resources can be used to make energy.</li> <li>To know some negative impacts of humans on the environment.</li> <li>To know that contours on a map show height and slope.</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> </ul>
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## Year 6

<p><b><u>Why does population change?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <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> <p><u>Place knowledge</u></p>	<p><b><u>Where does our energy come from?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <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> <p><u>Place knowledge</u></p>	<p><b><u>Can I carry out an independent fieldwork enquiry?</u></b>  <b>NATIONAL CURRICULUM</b>  Pupils should be taught to:  <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <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> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <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> <p><u>Geographical skills and fieldwork</u></p> <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</li> </ul>
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<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> <u>Human and physical geography</u> <ul style="list-style-type: none"> <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> <u>Geographical skills and fieldwork</u> <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 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>	<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> <u>Human and physical geography</u> <ul style="list-style-type: none"> <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> <u>Geographical skills and fieldwork</u> <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>	<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <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>
<p><b><u>Why does population change?</u></b></p> <p>Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.</p>	<p><b><u>Where does our energy come from?</u></b></p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>	<p><b><u>Can I carry out an independent fieldwork enquiry?</u></b></p> <p>Observing, measuring, recording and presenting their own fieldwork study of the local area.</p>
<p><b><u>Fieldwork</u></b></p> <p>Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area.</p> <p><b><u>Location:</u></b> Urban area (e.g. town centre)</p>	<p><b><u>Fieldwork</u></b></p> <p>Collecting and presenting data on where to position a solar panel on the school grounds.</p> <p><b><u>Location:</u></b> School grounds</p>	<p><b><u>Fieldwork</u></b></p> <p>Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic.</p> <p><b><u>Location:</u></b> Local area</p>
<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Interdependence Mission-Environmental impact and sustainable development/Care for our Common Home Cultural awareness and diversity</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Scale Physical and human processes</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, we would expect pupils to significantly develop their understanding of these concepts:</b></p> <p>Place Space Scale Interdependence Physical and human processes Mission-Environmental impact and sustainable development/Care for our Common Home</p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Cultural awareness and diversity</p>	<p><b><u>Concepts</u></b></p> <p><b>In this unit, pupils may develop their understanding of these concepts:</b></p> <p>Place Space Scale Physical and human processes Cultural awareness and diversity</p>

**Skills:**

- Locating more countries in Europe and North and South America using maps.
- Locating key human features in countries studied.
- Locating many counties in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references
- Beginning to use thematic maps to recognise and describe human and physical features studied.

**Skills:**

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Locating many cities in the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Understanding how land use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe.
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.

**Skills:**

- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Locating many cities in the UK.
- Confidently locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the eight compass points on an OS map.
- Developing their own enquiry questions.

<ul style="list-style-type: none"> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using four and six-figure grid references to locate features on a map in regions studied.</li> <li>• Confidently locating features using the 8 points of a compass.</li> <li>• Following a short pre-prepared route on an OS map.</li> <li>• Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.</li> <li>• Developing their own enquiry questions.</li> <li>• Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> <li>• Beginning to use standard field sampling techniques appropriately.</li> <li>• Using GIS (Geographical Information Systems) to plot data sets.</li> <li>• Using a simplified Likert Scale to record their judgements of environmental quality.</li> <li>• Conducting interviews/questionnaires to collect qualitative data.</li> <li>• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>• Evaluating evidence collected and suggesting ways to improve this.</li> <li>• Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many counties in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>• Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</li> <li>• Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</li> <li>• Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>• Using models and maps to talk about contours and slopes.</li> <li>• Selecting a map for a specific purpose.</li> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using four and six-figure grid references to locate features on a map in regions studied.</li> <li>• Making sketch maps of areas studied including labels and keys where necessary.</li> <li>• Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> <li>• Selecting appropriate methods for data collection.</li> <li>• Designing interviews/questionnaires to collect qualitative data.</li> <li>• Conducting interviews/questionnaires to collect qualitative data.</li> <li>• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many cities in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the best approach to answering an enquiry question.</li> <li>• Making sketch maps of areas studied including labels and keys where necessary.</li> <li>• Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.</li> <li>• Selecting appropriate methods for data collection.</li> <li>• Designing interviews/questionnaires to collect qualitative data.</li> <li>• Beginning to use standard field sampling techniques appropriately.</li> <li>• Using GIS (Geographical Information Systems) to plot data sets.</li> <li>• Using a simplified Likert Scale to record their judgements of environmental quality.</li> <li>• Conducting interviews/questionnaires to collect qualitative data.</li> <li>• Interpreting and using real-time/live data.</li> <li>• Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</li> <li>• Evaluating evidence collected and suggesting ways to improve this.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know the name of many countries and major cities in Europe and North and South America.</li> <li>• To know the name of many cities in the UK.</li> <li>• To confidently name the twelve geographical regions of the UK.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that contours on a map show height and slope.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> </ul>
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<ul style="list-style-type: none"> <li>• To know the name of many cities in the UK.</li> <li>• To confidently name the twelve geographical regions of the UK.</li> <li>• To know that London and the South East regions have the largest population in the UK.</li> <li>• To know the global population has grown significantly since the 1950s.</li> <li>• To know which factors are considered before people build settlements.</li> <li>• To know migration is the movement of people from one country to another.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.</li> <li>• To know that a pie chart can represent a fraction or percentage of a whole set of data.</li> <li>• To be aware of some issues in the local area.</li> <li>• To know what a range of data collection methods look like.</li> <li>• To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li> <li>• To know that natural resources can be used to make energy.</li> <li>• To know some positive impacts of humans on the environment.</li> <li>• To know some negative impacts of humans on the environment.</li> <li>• To know that contours on a map show height and slope.</li> <li>• To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.</li> <li>• To know what a range of data collection methods look like.</li> <li>• To know how to use a range of data collection methods.</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware of some issues in the local area.</li> <li>• To know what a range of data collection methods look like.</li> <li>• To know how to use a range of data collection methods.</li> </ul>
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