



"We believe, we achieve, we succeed in God's family"

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

Geography Knowledge and Skills Progression Overview

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." David Attenborough

<p>Intent</p>	<p>At St Mary's C of E Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum at enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.</p>
<p>Implementation</p>	<p>Geography at St Mary's C of E Primary School is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.</p>
<p>Impact</p>	<p>Outcomes in foundation and English books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork. As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Children learn about careers related to geography from members of the local and wider community, with specialist skills and knowledge.</p>

National Curriculum Requirements

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

KS1

Pupils should develop knowledge about:

- the world
- the United Kingdom
- their locality

They should:

- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their local awareness

KS2

Pupils should:

- extend their knowledge and understanding beyond the local area to include
- the United Kingdom and Europe, north and south America
- this will include the location of a range of the world’s most significant human and physical features

They should:

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Enrichment opportunities (this list is not exhaustive)

Educational visits to RHS Hyde Hall to learn about land use and crop growing, developing children’s understanding of patterns and investigating particular places.

Educational visits to Colchester Zoo to develop our geographical understanding of places and endangered animals.

Traffic surveys which will support children’s understanding of human geography.

Contextual location of the school/local area within the wider country; make human geographical links between Woodham Ferrers, South Woodham Ferrers, London and Ghana, exploring political connections and reasons for migration and differences in physical geography between the two locations.

Our Forest School sites which will support children’s understanding of seasons through the year and key physical features such as forests, soil, vegetation and weather.

Writtle College – Food & Farming Day to identify land use in our local area and understand land change. Here, they also learn about careers relating to Geography from members of the local and wider community. Children will be able to ask critical questions as geographers.

Children will communicate as geographers on the Trust Orienteering Day, this will support children to develop their practical application of compass direction and use of locational vocabulary.

The Path to Success

Step 5: Connect it...

Use geography across the curriculum to develop children's understanding of their place in the world; promote the skills, knowledge and understanding and respect necessary to become responsible citizens on a local, national and global scale.

High quality discussion of diverse places, cultures, people and natural and human environments

Specific links to Art, Science, Forest School, PSHE (social / economic), Maths & Computing

Step 4: Develop it...

Collaborate!

Children discussing how geographical skills can inform problem solving and creativity

Discuss geography in the world; children recognise that they can impact their environment and community

Use activities to enhance vocabulary application and use of geography-based language

Challenge—set tasks that require pupils to 'teach' about geography, or aspects of being a 'global citizen'

Step 3: Use it...

Geography as stimulus for work in other areas (Forest School, Art, Science, Writing)

Regularity of opportunity—follow the curriculum structure

Evidence learning: pictures, posters, models, pupil voice, Eco-Warriors

Step 1: Experience it...

Ensure children experience a rich context for geography around the school e.g. school grounds, Forest School, being respectful citizens to our environment

Trips and visits involving Hyde Hall, Essex Wildlife, Natural History Museum to give pupils an insight into the Earth's geography over time

Utilising our local area and links to farming

Use Google Earth to compare and contrast different countries

Step 2: Play with it...

Chance to experiment as well as learning 'formal' techniques

Celebrating children's creativity and ideas on climate change

Word association games and follow-on play with vocabulary

Apply 'how could I respond to this situation?' (critical thinking - different perspectives—climate change)



Progression in Geography

Location knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.	<p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the 7 continents.</p> <p>Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK.</p> <p>Begin to know simple features of the countries of the UK.</p> <p>Use a map and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p>	<p>Name and locate the 5 oceans using maps and globes.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest (identify Ghana).</p>	<p>Use an index to locate countries, cities and landmarks using an atlas.</p> <p>Locate countries, cities and landmarks using Google Maps and on a globe.</p>	<p>Locate world's countries (West Africa), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between West Africa and England).</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p> <p>Suggest reasons for their location.</p>	<p>Locate physical geographical features on a map.</p> <p>Describe their location in relation to land use and look for patterns in the locations.</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Locate on a world map and identify key features and characteristics.</p> <p>Locate the seas around the UK, and counties which suffer flooding.</p>	<p>Name and locate six cities in the UK.</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Know the names and locations of eight counties in England.</p> <p>Name three of the world's volcanoes and three major earthquakes.</p>

Place knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can ask questions about what it is like in another country.	Begin to know the differences between town and country	Make comparisons between the UK and life in another country.	Compare both physical and humans features of England and Ghana.	Understand geographical	Understand geographical	Discuss how people are

<p>I can show my knowledge of other countries through role play and art work.</p>	<p>locations, focusing on the amount of building located around the school and compare with aerial photographs of the local countryside area.</p> <p>Retell what it is like in another country.</p> <p>Express own views about a place, people and environment.</p>	<p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/ Ghana, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Describe how people can both improve and damage an environment.</p> <p>Understand geographical similarities and differences through the study of human and physical differences between the river Thames and the river Nile.</p> <p>Understand how some aspects have changed over time.</p> <p>Identify features of a place using aerial photographs.</p> <p>Make detailed maps using a key.</p>	<p>similarities and differences through the study of human and physical geography of a region of the UK (community of Woodham/ Chelmsford / Essex) and a region with West Africa.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>similarities and differences of the UK River Severn flooding and flooding in Thailand and Calgary.</p> <p>Describe how physical geography influences the day to day life of inhabitants of an area.</p>	<p>influenced by both physical and human geography on a local, national and global scale.</p>
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Physical geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use everyday vocabulary to name common physical features.</p> <p>Understand the effects of the changing seasons on the natural world around them.</p>	<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Understand that different countries have different types of food.</p>	<p>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p> <p>Understand that different countries have different climates.</p>	<p>Locate rivers in UK and Ghana.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Ask and answer questions about rivers.</p>	<p>Describe the different climate zones and vegetation belts on a global scale.</p> <p>Be able to say what weather and vegetation is related to these and begin to give reasons why.</p>	<p>Describe how physical geographical features are formed.</p> <p>Describe and understand the water cycle and how tsunamis are formed.</p>	<p>Explain the water cycle using scientific terminology and explain the changes of state.</p> <p>Describe how geographical features change over time.</p>

<p>Explore the natural world around them.</p>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Describe the journey of a river from source to sea.</p>			
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Human geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show respect of different cultures.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.</p> <p>Use these terms to explain trade.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise that humans have a choice in their lifestyle.</p>	<p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world)</p>	<p>Describe how humans are impacted both positively and negatively by physical features.</p> <p>Recognise that humans can have some control over physical features.</p>	<p>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Analyse the positive and negative impact of a human change on both a local and global scale.</p>

		Use the terms to compare different lifestyles.		Compare different types of settlements and land use. Recognise that our choices impact the lives of other people.	
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Geographical skills and fieldwork.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Observe closely what is around me and make comments on what I see.</p> <p>Draw information from a simple map.</p>	<p>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</p> <p>Make a simple map.</p> <p>Use photos to locate a familiar place.</p> <p>Draw simple sketches.</p> <p>Observe and record information about the local area e.g. how many shops there are near the school?</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p>	<p>Use the four compass points to say simple directions.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table.</p>	<p>Use the 8 points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical features in different localities.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>Collect data using surveys and present it in a bar chart.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and follow directions to the nearest 10 degrees. Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>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</p>	<p>Use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph. Use less common OS symbols to show geographical features.</p> <p>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. (Flood risk assessment Woodham Ferrers and Burnham-on-Crouch).</p>	<p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>

				graphs and digital mapping technologies.		
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Vocabulary

Location knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city	England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city Capital, London, Belfast, Cardiff, Edinburgh	Earth, globe, continent, country, ocean Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern (ocean)	Asia, Africa, North America, South America, Australia, Antarctica, continent, map, river, desert, mountain, capital, city British Isles, equator, Northern hemisphere, Southern hemisphere	Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers Region, county, human, physical	Europe, North America, South America, cities, region, land use, county, Africa Rural, urban, time zones	Africa, Asia, Australasia, Oceania, environmental, human, physical, hills, mountains, rivers

Place knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similar, different	Similar, different, South America, equator, Peru Land use, environment, climate	Compare Population, West Africa, Ghana Pacific Ocean, island, climate	UK, Europe, Local, hilly, flat South America, Ghana, Amazon, Egypt, Cairo, The Nile Sea level, climate, tropical, temperate	Thailand, Bangkok, North America. Plains, mountains, highlands, fresh water lakes	Native America, tribes, Africa, South Africa, Johannesburg. Latitude, longitude, Greenwich meridian	Region, United Kingdom, North America, South America, Americas, continent, climate Human, physical, residential, industrial

Human & Physical geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hot, cold, weather, seasons	Hot, cold, weather, seasons, polar bear, panda, arctic, Middle	Sand, ocean, weather, sea, water, seaside, town, map, shop	Volcano, eruption, magma, crust, mantle,	Solid, liquid, vapour, melt, freezing, boiling, water cycle	Coal, nuclear, import, export, wind power,	Trade, import, Fairtrade, export

autumn, winter, summer, spring	East, autumn, winter, summer, spring, forest, hill, farm, house Climate, similarity, difference, changeable, blizzard, hurricane, mountain, soil, office, factory, North Pole, South Pole	Port, harbour, island, shore, coast, city, town, village	outer core, inner core, climate zones Active, dormant, topsoil, subsoil, bedrock, tornado, biome	Evaporation, condensation, ground water, runoff, flood plain, pollution, closed cycle	solar power, renewable, non-renewable Settlement, generation, gigawatt, carbon footprint, food miles, origin	Global supply chain, British Empire
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Geographical skills and field work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map, village, town, city	Map, key, near, far, distance, school, village, town, city	Map, atlas, key, globe, farm, symbol	Map, atlas, globe, continent, country, north, east, south, west, compass	Map, atlas, globe, continent, country, north, east, south, west, compass Ordnance survey, grid reference	Locate, mapping, Human, physical, plans, features, key Ordnance survey, grid reference	Locate, mapping, Human, physical, plans, features, key Ordnance survey, grid reference

	Autumn	Spring	Summer
EYFS	<p>Locational: What can I do at school? Why do we go to school?</p> <p>Physical: Why are the leaves different colours? How can I create Autumn colours?</p>	<p>Place: Who lives at the Zoo?</p>	<p>Human: How many ways can we travel? Place: Do you want to go on an adventure?</p>

Cycle A

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn	<p>Humanities: Local Area Study whole term</p> <p>Place knowledge</p> <p>Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Make comparisons between Woodham Ferrers, the UK and life in Ghana.</p> <p>Locational knowledge</p> <p>Geographical skills and field work</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Humanities: Local Area Study whole term</p> <p>Locational knowledge</p> <p>Explain own views about locations, giving reasons.</p> <p>Similarities and differences through the study of human and physical geography of a region of the UK (community of Woodham/ Chelmsford / Essex) and Ghana.</p> <p>Geographical skills and field work</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>Humanities: UK regional comparison whole term</p> <p>Locational knowledge</p> <p>UK regional comparison study: Chelmsford and Devon (Study of War Horse)</p> <p>Name and locate six cities in the UK.</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Know the names and locations of eight counties in England.</p>

Spring	<p>Place knowledge</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in a non-contrasting non-European country</p> <p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the 5 oceans using maps and globes.</p>	<p>Locational Knowledge: Egypt <i>(Pupils will be studying Ancient Egypt in History)</i></p> <p>Locate world's countries (West Africa and Egypt), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between West Africa, Egypt and England).</p> <p>Physical Geography</p> <p>Rivers: Locate rivers in UK and Egypt. Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Describe the journey of a river from source to sea.</p>	<p>Physical & Human Geography</p> <p><i>Describe and understand key aspects of:</i></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Locational knowledge & Physical geography: Mountains</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
Summer	<p>Physical Geography – weather and climate</p> <p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Understand that different countries have different climates.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</p>	<p>Locational and place knowledge</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	<p>Place knowledge</p> <p>European region: Greece</p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p>Geographical skills and field work</p>

	coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Begin to use latitude and longitude to describe location. Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.
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Cycle B

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn	<p>Locational knowledge & place knowledge</p> <p>Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Make comparisons between Woodham Ferrers, the UK and life in Ghana.</p> <p>Geographical skills and field work</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Locational knowledge</p> <p>Similarities and differences through the study of human and physical geography of a region of the UK (community of Woodham/ Chelmsford / Essex) and a region with West Africa.</p> <p>Geographical skills and fieldwork</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Locational knowledge</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Geographical skills and fieldwork</p> <p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>

<p>Spring</p>	<p>Locational knowledge</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in Ghana (Waisi).</p> <p>Physical Geography</p> <p>Identify seasonal and daily weather patterns.</p> <p>Understand that different countries have different climates.</p>	<p>Locational knowledge</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Place knowledge</p> <p>Describe geographical similarities and differences between countries.</p> <p>Human Geography</p> <p>Explain how humans use physical geographical features for a variety of purposes.</p> <p>Recognise that our choices impact the lives of other people.</p>	<p>Locational knowledge and Physical Geography</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Locate on a world map and identify key features and characteristics.</p> <p>Locate the seas around the UK, and counties which suffer flooding</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America (Amazon Rainforest).</p> <p>Physical geography: climate zones, biomes and vegetation belts, rivers.</p> <p>Human geography: types of settlement and land use, economic activity and trade links, the distribution of natural resources. Use maps and globes to locate countries and describe features.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>
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			Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
Summer	<p>Locational knowledge</p> <p>Name and locate the world's continents and oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Locational knowledge</p> <p>Geographical skills and field work</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Locational knowledge</p> <p>Physical & Human Geography</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (West Africa and trade links around the world).</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Geographical skills and field work</p> <p>Create maps of locations identifying patterns</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to</p>

			<p>communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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