

GEOGRAPHY PROGRESSION OF SKILLS AND KNOWLEDGE



National Curriculum				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Ks1	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>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</p>	<p>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</p> <p>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p>
Ks2	<p>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</p> <p>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</p> <p>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)</p>	<p>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</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 	<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, 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</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.</p>

	GEOGRAPHY LONG TERM PLAN					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS Understanding the World	Family and member of community Key jobs How our bodies work Life in the past- transport, homes, school Dental health Busy Bodies - (Computing)	Famous people from the past- Guy Fawkes WW1- Poppies Thanksgiving Hanukkah Christmas Special Places Leaf Labyrinth - (Computing)	Different types of dinosaurs Different dinosaur habitats Features of a castle Knight's Armour Melting ice experiment Make an Igloo - (Computing)	Famous pirates of the past Boats Ahoy (Computing and DT) Message in a bottle Pirate treasure maps with compass points 5 oceans of the world Sea creatures/ under the sea habitats Seasonal changes	Parts and functions of a plant Seed Sequencing (Computing) Zoo animal habitats Animals and their food Farming around the world Animals homes Baby animals	UK countries Famous landmarks around the world Local maps Different types of transport – through history and around the world Space, Solar System and famous astronauts Space Chase – (Computing)
Year 1		<u>In Depth Study of the UK</u> By the end of the unit, the children will: <ul style="list-style-type: none"> • Locate the UK on a world map • Know what country we live in • Know what the UK stands for • Know the capital of the England • Name the 4 countries that make up the UK • Describe some human and physical features of the UK • Know what the river is called that runs through London • Begin to use directional language 		Our Place By the end of the unit, the children will: <ul style="list-style-type: none"> • Locate the UK on a world map • Locate Stone/Aylesbury on a map of the UK • Know that we live in the UK and know what the UK stands for • Describe some human and physical features of Stone/Aylesbury • Begin to use the 4 compass points to describe features on a map 		<u>What's the Weather like?</u> By the end of the unit, the children will: <ul style="list-style-type: none"> • Know what weather is • Know the four seasons • Name weather we experience in the UK • Locate the UK on a map and describe the weather in different places
Year 2		<u>A study of a Non-European country</u> <u>Life in an African Village</u> By the end of the unit, the children will: <ul style="list-style-type: none"> • Know what continent we live in • Locate Europe on a map • Locate and name the seas around the UK • To locate The Gambia on a map • Identify key similarities and different between Aylesbury and The Gambia • To describe the weather in The Gambia • To know that countries are hotter if they are closer to the equator • Compare a village in The Gambia to Stone village. 		<u>Geographical skills and fieldwork</u> <u>Map Makers</u> By the end of the unit, the children will: <ul style="list-style-type: none"> • To know the difference between a city, town and village • To know that human and physical features change over time • To understand the features of a map • Use language such as North, South, East and West/ right left. • Follow a map • Use the four compass points • Draw a map a detailed map of the school 		<u>Locational Knowledge</u> <u>Animals of the world</u> By the end of the unit, the children will: <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name more countries in the world and locate them on a map or atlas • Locate hot and cold areas on a world map • To know what the equator is • To locate the south and north poles • To identify animals that live in hot and cold countries and why

Year 3	<u>Local Settlement and Land Use – By the end of the unit the children will:</u> <ul style="list-style-type: none"> List land uses in urban and rural areas including in our local area Identify rural and urban areas in the UK and in Buckinghamshire Explain what most rural land is used for in the UK. Identify landmarks using a key. Annotate a map to show major landmarks in Stone Draw simple sketch map using major landmarks of Stone 			<u>Our European Neighbours By the end of the unit the children will:</u> <ul style="list-style-type: none"> Locate Italy and the Mediterranean Sea on a map and compare the countries location to the UK Locate some key physical features of Italy Locate some key human features of Italy Compare and contrast London (UK) and Rome (Italy) – explaining similarities and differences Describe and explain how people in Italy may have different lives to the people in the UK 		<u>Swept Away</u> By the end of the unit, the children will: <ul style="list-style-type: none"> Understand what a coast line is and describe what you would see at the coast Name and describe some natural features you would see at the coast. Understand why people choose to live by the coast Explain what erosion is Describe why coastlines change over time
Year 4	<u>Stars and Stripes -</u> By the end of the unit, the children will: <ul style="list-style-type: none"> Locate North America on a world map Identify key physical and human features of North America To name some of America's states To name some of America's significant mountain ranges and rivers. 	<u>Wonderous Water</u> By the end of the unit, the children will: <ul style="list-style-type: none"> Locate major rivers in the world and the UK Know why major cities are situated close to rivers Explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. Explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. Describe how rivers are used Locate rivers on a map Collect data on a local river and describe it's features 				Extreme Earth By the end of the unit, the children will: <ul style="list-style-type: none"> Know how a mountain is formed Name layers of the earth Explain how volcanos are formed and name the different parts of a volcano Know the negative and positive effects of living near to a volcano Explain what causes earthquakes
Year 5	Breath taking Brazil By the end of the unit, the children will: <ul style="list-style-type: none"> Locate Brazil, Brasilia on a map and compare the location to the UK including using language such as equator, latitude, longitude and the effect of this on Brazil's climate. Describe the similarities and differences between Brazil and the UK 		Earth Matters: Biomes and vegetation By the end of the unit, the children will: <ul style="list-style-type: none"> Know what a biome and name the 6 biomes describe and understand key aspects of the 6 biomes Use a map to identify biomes 		Become an Adventurer By the end of the unit, the children will: <ul style="list-style-type: none"> know where Antarctica is and locate it on a map will know that Antarctica is an ice cap Understand and use the features of an OS map Be able to use the 8 compass points 	

	<ul style="list-style-type: none"> • Know what a favela is and what life is like in the favelas • Understand the impact of tourism on Brazil • Name other cities in Brazil • Understand about sustainability 		<ul style="list-style-type: none"> • use the key on a map to name and recognise biomes and key physical and human features 		<ul style="list-style-type: none"> • Be able to use a four and six figure grid reference <p>Additional</p> <ul style="list-style-type: none"> • know who Shackleton was • Know about the Antarctic treaty 	
Year 6			<p>Globe trotters: Natural resources and global trade</p> <p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • Know why the UK trades with other countries • What the UK exports • What the UK imports • Know what fair trade is • Know that natural resources can be used to make energy 		<p>Exploring Asia: In depth study of either China, India or Japan</p> <p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • Know where Japan is on a map • Locate Asia on a world map and describe its location • Describe where Asia is in comparison to the UK • Describe Japan's location using key vocabulary such as latitude, longitude, equator • Describe the human and physical similarities/differences between Japan and UK • Describe how a mountain and volcano are formed 	<p>Holiday</p> <p>By the end of the unit, the children will/revisit:</p> <ul style="list-style-type: none"> • Locate countries on a world map. • Describe where their chosen country is in terms on longitude, latitude and how close it is to the equator – how this impacts the climate, weather and vegetation, • Describe their chosen country in detail using human and physical features. • Explain why tourists visit their chosen country – naming specific places/ areas of attractions that people would want to visit. Interpret data to make meaningful conclusions • Present their findings about their chosen country.

For EYFS, we have linked our curriculum to the most relevant statements from *Development Matters*.

Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
<p>EYFS</p> <p>All About Me</p> <p><i>3/4 Years- Begin to make sense of their own life-story and family's history.</i></p> <p><i>Rec- Talk about members of their immediate family and community.</i></p> <p>Skills for Life</p> <p>Reflectiveness - children will reflect on their lives so far to draw conclusions about change.</p>	To learn about where our families are from.	To discuss places where we have been on holiday and how we travelled.			<p>By the end of the term children will:</p> <ul style="list-style-type: none"> Know the UK is surrounded by water. Know If we travel abroad we leave the UK. 	<p>island, water, UK, abroad, train, boat, plane, ferry,</p>
<p>EYFS</p> <p>Fireworks and Fairylights</p> <p><i>3/4 Years- Show interest in different occupations.</i></p> <p>Skills for Life</p> <p>Reflectiveness – Children will reflect on the significance of a figure from history.</p>	To know some of the main countries that were involved in WW1.		<p>To know where our food comes from.</p> <p>To know about different types of farming i.e. crops and animals.</p>		<p>By the end of the term children will:</p> <ul style="list-style-type: none"> Know that WW1 included lots of countries. Know that there are animal farms and crop farms. 	<p>crops, farming, animals, harvest, grow,</p>
<p>EYFS</p> <p>Slither, splash and stomp</p> <p>Skills for Life</p> <p>Readiness – Children will be ready to learn about and compare different ancient creatures.</p>	To know that dinosaurs lived in different locations i.e. wetlands, deserts, forests.		To know the features of a castle and how they protected communities and individuals in battle i.e. armour.		<p>By the end of the term children will:</p> <ul style="list-style-type: none"> Know there are different types of environments. Know that armour protected soldiers in battle. Know that castles were built to protect communities. 	<p>environment, habitat, wetlands, desert, forest, castle, communities, armour, battle, turret, moat, drawbridge,</p>
<p>EYFS</p> <p>Pirates/Under the Sea</p> <p><i>3/4 Years- Begin to understand the need to respect and care for the natural environment and all living things</i></p> <p><i>Rec- Draw information from a simple map.</i></p> <p><i>Rec- Understand the effect of changing seasons on the natural world around them.</i></p> <p>Skills for Life:</p> <p>Responsibility- It is our responsibility to look after the oceans and its creatures.</p>	To find and label the main oceans of the world using atlas and globes.		<p>To know some animals that live in the ocean.</p> <p>To compare where some sea creatures live and why.</p> <p>.</p>	<p>To design a pirate map including a compass rose.</p> <p>To know the 4 seasons.</p> <p>To know what type of clothes we would wear in each season.</p>	<p>By the end of the term children will:</p> <ul style="list-style-type: none"> Know the world is made up of land and sea. know maps have a compass rose. Know a compass is made up of north, south, east and west. Begin to use directional language Understand that we put more clothes on in winter as it's cold and less in summer as it's hot. 	<p>seasons, summer, spring, autumn, winter, land, ocean, north, south, east, west, atlantic, arctic, indian, southern, pacific,</p>
EYFS	To know that different crops are grown across the world.	To recognise signs of spring.		To know what happens to plants during the 4 seasons.	By the end of the term children will:	<p>habitat, animals,</p>

<p>Let it Grow</p> <p><i>3/4 Years- Plant seeds and care for growing plants.</i></p> <p><i>Rec- Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Recognise some environments that are different from the one in which they live.</i></p> <p><i>Rec- Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Rec- Understand the effect of changing seasons on the natural world around them.</i></p> <p>Skills for Life:</p> <p>Resourcefulness -</p> <p>Children will learn to use different materials to grow seeds/beans.</p>	To know where our food comes from.	To know the natural habitat of different animals.			<ul style="list-style-type: none"> Know that different crops grow in different countries. Know some of our food comes from different countries. Know different animals live in different habitats. Know plants need soil, water and sun to grow. 	<p>crops, world, food, plants, seasons, spring, summer, autumn, winter, shoot, root, stem, leaves, flowers, petals, bud, pollination, germination ,</p>
<p>EYFS</p> <p>Where to Next?</p> <p><i>3/4 Years- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></p> <p><i>Rec- Draw information from a simple map</i></p> <p>Skills for Life:</p> <p>Resourcefulness-</p> <p>Children will learn that maps help us find things and our way.</p>		To know the 4 countries of the UK. To learn about famous buildings around the world.		To look at local community maps and identify key features i.e. school, bus stops, churches, train station etc.	<p>By the end of the term children will:</p> <ul style="list-style-type: none"> Know that the UK is made up of England, Scotland, Ireland and Wales. That maps show us where places and buildings are. 	<p>UK, England, Scotland, Ireland, Wales, maps, buildings, landmark, famous,</p>
Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
<p>Year Group - 1</p> <p>Term topic - Life at Sea</p> <p>Geography Unit - In depth study of UK and its four countries</p> <p>Readiness – Children will be ready to apply their knowledge of the UK and build on this existing knowledge.</p>	<p>To be able to show on a map where Europe and the UK are.</p> <p>To locate the four countries of the UK</p> <p>To be able to locate London on a map of the UK</p> <p>To identify characteristics (both human and physical) of the four countries of the UK.</p> <p>To know that the UK is short for United Kingdom</p> <p>To know the name of the country they live in</p> <p>To know that the UK is in Europe</p>	<p>To name some similarities and differences between the 4 countries of the UK</p> <p>To know some key facts about London e.g. What river runs through</p>	<p>To describe how the weather changes with each season in the UK</p> <p>To describe the daily weather in Stone/Aylesbury</p> <p>To know the four seasons of the UK</p> <p>To know that ‘weather’ refers to the conditions outside at a particular time.</p> <p>To know that weather can be different in different parts of the UK</p> <p>To know that physical features are natural (not man made)</p> <p>To recognise some physical; features of the Stone/ Aylesbury e.g. woods, fields, vegetation</p>	<p>To use an atlas to locate the UK</p> <p>To use a map of the UK to locate the four countries</p> <p>To use a map to locate Stone and London</p> <p>To use directional language to describe where things are on a map</p> <p>To respond to instructional using directional language</p> <p>To begin to use the Compass points N S E W to describe features on a map.</p> <p>To recognise local landmarks</p> <p>To recognise basic human features</p>	<p>By the end of the unit the children will:</p> <ul style="list-style-type: none"> Locate the UK on a world map Know what country we live in Know what the UK stands for Know the capital of the England Name the 4 countries that make up the UK Describe some human and physical features of the UK Know what the river is called that runs through London Know the 4 seasons Begin to use directional language <p>Questions to elicit understanding:</p> <p>What country do we live in?</p> <p>England (Can they identify the English flag?)</p> <p>What does the UK stand for?</p> <p>United Kingdom (Can they identify the flag of the UK?)</p> <p>What is the capital city of the England?</p>	<p>United Kingdom</p> <p>England, London</p> <p>Scotland, Edinburgh</p> <p>Wales, Cardiff</p> <p>Northern Ireland, Belfast</p> <p>North, South, East, West</p> <p>Ocean</p> <p>Physical</p> <p>Human</p>

	<p>To know the capital cities of the UK</p> <p>To know that an Ocean is a large body of water</p> <p>To name the Atlantic Ocean</p>		<p>(Compare to other places in UK that are different e.g. a place by the coast)</p> <p>To know that human features means it was built by humans</p> <p>To recognise some human features in Stone/Aylesbury</p> <p>To begin to know the difference between town and countryside</p> <p>To know the difference between a city, town and village</p>	To recognise basic physical features	<p>London (Can they identify London on a map?)</p> <p>What are the four countries in the UK called? England, Wales, Ireland and Scotland (Child to show you on a map)</p> <p>What is the river called that runs through London? The River Thames</p> <p>What are the four seasons called that we experience in the UK? Winter, Spring, Summer, Autumn</p>	
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<p>Year Level – 1</p> <p>Term – Spring 2</p> <p>Term Theme: Animals Galore</p> <p>Geography Unit – Our Place</p> <p>Reflectiveness – Children will be able to use the environment around them to learn more about our world.</p>	<p>To be able to show on a map where Europe and the UK are.</p> <p>To know that the UK is short for United Kingdom</p> <p>To know the name of the country they live in</p>	<p>To name some similarities and differences between Stone/Aylesbury and other areas around the UK</p>	<p>To describe the daily weather in Stone/Aylesbury</p> <p>To know that physical features are natural (not man made)</p> <p>To recognise some physical; features of the Stone/ Aylesbury e.g. woods, fields, vegetation</p> <p>To know that human features means it was built by humans</p> <p>To recognise some human features in Stone/Aylesbury</p>	<p>To use a map to locate Stone and London</p> <p>To respond to instructional using directional language</p> <p>To begin to use the Compass points N S E W to describe features on a map.</p> <p>To recognise local landmarks</p> <p>To recognise basic human features</p> <p>To recognise basic physical features</p> <p>To draw a sketch map of their classroom</p> <p>To use simple symbols/ colours to their maps</p> <p>To comment on the features they see around school and Stone</p> <p>To ask and answer simple questions about school and school grounds</p> <p>To record their feelings about Stone/ Aylesbury – what they like/dislike</p>	<p>By the end of the unit the children will:</p> <ul style="list-style-type: none"> • Locate the UK on a world map • Locate Stone/Aylesbury on a map of the UK • Know what country we live in • Know what the UK stands for • Describe some human and physical features of Stone/Aylesbury • Draw a map of their classroom • Begin to use the 4 compass points to describe features on a map <p>Questions to elicit understanding:</p> <p>What country do we live in? England</p> <p>What does the UK stand for? United Kingdom</p> <p>What is a physical feature and can you give me an example? Natural Trees, rivers, rocks etc</p> <p>What is a human feature and can you give me an example? Made by humans Roads, houses etc</p> <p>Can you name some physical features we have near us in Stone? Woods, trees, rivers</p> <p>Can you name some human features we have near us? Houses, schools</p> <p>Name some similarities and differences between Stone and London?</p>	<p>United Kingdom, England, Buckinghamshire, Aylesbury, Stone city, town, village, church, farm, house, office, and shop, garage, park North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey,</p>
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					Why would someone decide to live in Stone/Aylesbury? What might I see if I walk around Stone? Church, shop, houses, roads, fields, parks etc Can you name the 4 compass points?	
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Year Level: 1 Term: Summer 2 Term theme: Fairy tales Geography Unit: What's the Weather like? <u>Weather (link with science) - What's the Weather like?</u> Resilience – Children will look at harsher weather climates and understand the resilience it takes to operate in them	To be able to show on a map where Europe and the UK are. To know that the UK is short for United Kingdom To know the name of the country they live in To know that the UK is in Europe To know the capital cities of the UK	To name some similarities and differences between Stone/Aylesbury and other areas around the UK	To describe how the weather changes with each season in the UK To describe the daily weather in Stone/Aylesbury To know the four seasons of the UK To know that 'weather' refers to the conditions outside at a particular time. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future To know that weather can be different in different parts of the UK	To use an atlas to locate the UK To use a map of the UK to locate the four countries To use a map to locate Stone and London To describe their favourite weather	By the end of the unit the children will: <ul style="list-style-type: none"> To know what weather is To know the four seasons To name weather we experience in the UK To locate the UK on a map and describe the weather in different places Questions to elicit understanding: What is the weather today? What are the different types of weather we get in the UK? Rain, snow, sun, sleet, What are the four seasons called? Summer, Spring, Autumn, Winter What weather would I usually expect in winter? Cold, rain, snow Can you show me the UK on this map? Can you show me any other countries you know? What might happen if it snowed a lot? Or rained a lot? Can you show me any hot (or cold) countries on this map? How do you know it is a hot (or cold) country? How is the weather in Stone different to x?	Weather Season Climate UK – England Wales, Scotland Northern Ireland Winter, Spring, Summer, Autumn Rain, snow, sun, cold, warm Forecast
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Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
Year - 2 Term – Autumn 2 Topic - Life in an African Village Readiness – Children should be ready to learn about new cultures and ready to empathise with those in different circumstances globally.	To know the four countries of the UK To name and locate the world's seven continents and five oceans To show on a map the oceans nearest to Europe To locate and name the seas around the UK To describe where Stone is in comparison to London	To name some key similarities and differences between Aylesbury/Stone and another small area in Africa – The Gambia To know that life elsewhere can have similarities to ours To know that life elsewhere in the world is different to ours	To know that the equator is an imaginary line around the middle of earth To know that countries on the equator are closer to the sun so are hotter. To know that the north pole is the northern most point and the south pole is southernmost point of the earth To know that different parts of the world experience different weather conditions and that	To use an atlas to locate the UK To use a map to locate Stone/Aylesbury. To use an atlas to locate the 7 continents To use an atlas to locate Africa, The UK, Stone (Aylesbury) and The Gambia Use simple compass directions N S E W to describe where The Gambia is in comparison to UK.	By the end of the unit the children will: <ul style="list-style-type: none"> Know what continent we live in Locate Europe on a map Locate and name the seas around the UK To locate The Gambia on a map Identify key similarities and different between Aylesbury and The Gambia To describe the weather in The Gambia To know that countries are hotter if they are closer to the equator Compare a village in The Gambia to Stone village. Questions to elicit understanding:	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Vocab to describe key human features, including:

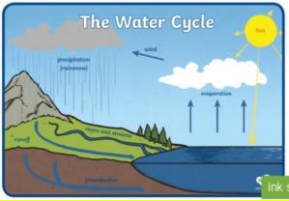
	To know that Nairobi is the capital city of The Gambia.		<p>these are often caused by the location of the place</p> <p>To know that physical features are natural (not man made)</p> <p>To know that human features means it was built by humans</p> <p>Recognise human and physical features of The Gambia</p> <p>Recognise human and physical features of Stone/Aylesbury</p>	<p>Describe human and physical features of Stone/Aylesbury</p> <p>Describe the human and physical features of The Gambia</p> <p>To describe which oceans surround the continent of Africa.</p>	<p>What Continent do we live in? Europe Can you show me Europe on a map?</p> <p>What continent is The Gambia in? Africa</p> <p>Can you show me Africa on a Map?</p> <p>Can you show me where The Gambia is on this world map?</p> <p>What is the weather like in The Gambia? Hot, sunny</p> <p>Why is The Gambia normally hot and sunny? On the Equator which means it is closer to the sun than the UK</p> <p>What are the key similarities between The Gambia and the UK?</p> <p>What are the key differences between The Gambia and the UK?</p>	<p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
<p>Year 2 Term Spring 2 Topic- Map Makers</p> <p>Resourcefulness – Children will understand that they need to be prepared with the correct equipment to make and use maps.</p>	<p>To know the four countries on the UK</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To show on a map the oceans nearest to Europe</p> <p>To locate and name the seas around the UK</p> <p>To describe where Stone is in comparison to London</p> <p>To know the 4 countries of the UK and name their capital</p>	<p>To describe how places are similar to Stone /Aylesbury</p> <p>To describe how places are different to Stone/Aylesbury</p>	<p>Locate some hot and cold areas on a world map.</p> <p>Locate the equator and the north and south poles.</p> <p>Describe the key physical features in Stone/Aylesbury and using geographical vocabulary</p> <p>Describe the key human features in Stone/Aylesbury and using geographical vocabulary</p> <p>To know the difference between a city, town and village</p> <p>To know that human features change over time</p> <p>To know some key physical and human features of the UK.</p>	<p>To understand why a map needs a title</p> <p>To use an atlas to locate the UK</p> <p>To use a map of the UK to locate the four countries</p> <p>To use a map to locate Stone and London</p> <p>To use an atlas to locate the 7 continents and 5 oceans</p> <p>To use locational language and the compass points N S E W</p> <p>To use a map to follow a prepared route.</p> <p>To navigate around a map using a grid and compass directions.</p>	<p>By the end of the unit the children will:</p> <ul style="list-style-type: none"> To know the difference between a city, town and village To know that human and physical features change over time To understand the features of a map Use language such as North, South, East and West/ right left. Follow a map Use the four compass points Draw a map a detailed map of the school <p>Questions to elicit understanding:</p> <p>Why do maps need a title? So we know what we are looking at</p> <p>Why do maps have a key? To help us know what things are on a map otherwise it could be difficult to read</p> <p>Can you name some symbols/things I may see on a key? River, church</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Key, Compass points, North, south, east, west</p>


				<p>To recognise landmarks of Stone/Aylesbury on a map</p> <p>Recognise human and physical features on an aerial photograph or map.</p> <p>To devise a simple map; and use and use basic symbols in a key</p> <p>Begin to draw objects to scale e.g. the school playground is smaller than the field.</p> <p>To use an aerial photograph to draw a simple sketch using basic symbols for a key.</p> <p>To discuss the human and physical features they see in Stone</p> <p>To ask questions about the human and physical features they see around Stone</p> <p>Take photographs of human and physical features around Stone</p>	<p>Can you put the compass points onto the compass? Can the child put the N,S, E and W in the right place?</p> <p>Which way is left? How can you remember this?</p> <p>What is a city?</p>	
<p>Year 2 Term – Summer 2 Term Theme: Animals of the World</p> <p>Responsibility – Children will think about how we are all responsible for the world's animals and their survival.</p>	<p>To know the four countries of the UK</p> <p>To know that the UK is short for United Kingdom</p> <p>To name and locate the world's seven continents and five oceans</p>	<p>To name some key similarities and differences between Aylesbury/Stone and other places in the UK as well other countries that are hotter and colder than the UK</p> <p>To understand that different animals live on different continents and why</p>	<p>To locate hot and cold areas on the world map</p> <p>To know that the equator is an imaginary line around the middle of earth</p> <p>To know that countries on the equator are closer to the sun so are hotter.</p> <p>To know that the north pole is the northern most point and the south pole is southernmost point of the earth</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place</p>	<p>To use an atlas to locate the UK</p> <p>To use a map of the UK to locate the four countries</p> <p>To use a map to locate Stone and London</p> <p>To use an atlas to locate the 7 continents and 5 oceans</p>	<p>By the end of the unit the children will:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name more countries in the world and locate them on a map or atlas • Locate hot and cold areas on a world map • To know what the equator is • To locate the south and north poles • To identify animals that live in hot and cold countries and why <p>Questions to elicit understanding:</p> <p>Can you name the 7 different continents? Can you show me them on a map?</p> <p>Can you name the 5 oceans? Can you show me on a map?</p> <p>What is the equator? An invisible line around the middle of the earth</p> <p>What is the weather like near the equator? Hotter</p> <p>What is the weather like in the north and south poles? Colder</p> <p>What animals do we find in the UK?</p>	<p>arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperatur e thermomet r tropical</p>

					Fox, bunnies, birds What animals do we find in hotter countries like Africa? Giraffe, elephants	
Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
Year – 3 Term – Autumn 1 Topic May the force be with you! Geography Unit - Local Settlement and Land Use Reflectiveness – Children will be able to reflect on their surroundings and see similarities and differences between Bucks and other areas of the UK.	To locate the other countries of the UK on a map To locate some cities of the UK which are local to Stone (London, Oxford) To locate Stone and Aylesbury on a map and discuss the local physical and human characteristics To discuss how Stone/Aylesbury has changed over time To locate local roads, rivers and landmarks.	To understand geographical similarities and differences between Stone and Weymouth through the study of human and physical geography.	To know the different types of settlement and identify and sequence a range of settlement sizes from village to city. To know what rural and urban means Identify key aspects of types of settlement and land use. Explain why a settlement and community has grown in a particular location Explain why different locations have different human features Explain why people may prefer to live in an urban or rural place Describe how humans can impact the environment both positively and negatively To know the main types of land use around us in Buckinghamshire	To confidently locate the UK, the 7 continents and 5 oceans on a map or an atlas. To know that the earth is split into two hemispheres and the UK is the in the northern To zoom in and out of a digital map To make and use a simple route of a map. To be able to Sketch a map of our local area. To be able to Sketch a map using a key to show how land is used. To use 4 figure grid reference to locate features on a map in Stone To give directions using N,S, E and W on an OS Map To begin to give instructions using the 8 points of a compass Label some features on an aerial photograph and then locating these on an OS map Take photos add labels and captions to them Make annotated sketches, field drawings and freehand maps to record observations Suggest different ways that Stone/Aylesbury could be changed or improved Ask and answer geographical questions.	By the end of the unit the children will: <ul style="list-style-type: none"> List land uses in urban and rural areas including in our local area Identify rural and urban areas in the UK and in Buckinghamshire Explain what most rural land is used for in the UK. Identify landmarks using a key. Use a four-figure grid reference to locate Draw simple sketch map using major landmarks of Stone Questions to elicit understanding: Looking at this map of Stone, can you locate some landmarks? Name the human and physical features we would find in Stone? Human – shops, roads, houses Physical – Trees, rocks, river What does a map need? Title, key, grid lines What is a key? Why does a map have a key? To help us know what things are on a map otherwise it could be difficult to read What does this map symbol mean? Provide children with a range of frequently used symbols e.g. church, road, parking What are the different types of settlements? Village, town, city What is located at (e.g 23, 26) on this map? Example: What direction should I walk if I wanted to get to the church from the school on this map?	county, country, town, coast, physical features, human features, mountain, hill, river, sea, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.
Year – 3 Term – Spring 2 Topic- Mamma Mia!	To locate and name countries of Europe	To compare and contrast London (UK) and Rome (Italy) – explaining similarities and differences	To describe the similarities and differences in weather from the UK to Italy – using knowledge of	To locate Europe, Italy on a world map	By the end of the unit the children will: <ul style="list-style-type: none"> Locate Italy and the Mediterranean Sea on a map and compare the countries location to the UK 	Italy, UK Compass points, Mount


<p>Unit - Our European Neighbours</p> <p>Our European Neighbours – Italy Responsibility – children should be responsible for learning about their nearest neighbours and understanding their ways of life.</p>	<p>To locate the Mediterranean Sea.</p> <p>To name some capital cities of Europe.</p> <p>To locate Italy on a map</p> <p>To know that Rome is the capital city of Italy</p> <p>To locate some key physical features of Italy</p> <p>To locate some key human features of Italy</p> <p>To locate the river Tiber</p> <p>To locate Mount Vesuvius</p>	<p>To know the negative and positive effects of living near to a volcano</p> <p>To compare the Thames and the Tiber.</p> <p>To identify key landmarks in Italy.</p> <p>To describe and explain how people in Italy may have different lives to the people in the UK</p>	<p>Italy being slightly closer to the equator than the UK Comparison website</p> <p>To know that climate can influence the foods we are able to grow – what we grow vs food grown in Italy.</p>	<p>To know that Italy and UK are in the northern hemisphere</p> <p>Use a map/digital map to recognise and describe human and physical features of Italy and compare to the UK</p> <p>Zoom in and out of a digital map</p> <p>To use directional language (N S E W) to describe where key features are when looking at a map.</p> <p>To use 4 figure grid reference to locate features on a map in Rome.</p> <p>Ask and answer geographical questions.</p>	<ul style="list-style-type: none"> Locate some key physical features of Italy Locate some key human features of Italy Compare and contrast London (UK) and Rome (Italy) – explaining similarities and differences Describe and explain how people in Italy may have different lives to the people in the UK <p>Questions to elicit understanding:</p> <p>Can you locate Europe on this world map?</p> <p>What is the capital city of Italy? Rome</p> <p>Can you locate Italy? Can you locate Rome?</p> <p>What is the main river in Rome? River Tiber</p> <p>What is the sea closest to Italy? Mediterranean</p> <p>What are the key physical features of Italy? Volcanos Lakes Alps</p> <p>What are the key human features of Italy? Trevi foundation The Forum Leaning tower of Pisa</p> <p>What is the weather like in Italy compared to the UK? Warmer on the whole as it is closer to the equator but has seasons.</p>	<p>Vesuvius, River Tiber county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate,</p> <p>landscape, feature, population, land use volcano, active, dormant, extinct, climate, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinate s.</p>
<p>Year – 3 Term – Summer 2 Topic - Swept away</p> <p>Coastal Regions Resourcefulness – Children will see the resources of coastal regions and understand how they are used.</p>	<p>To locate the other countries of the UK on a map</p> <p>To locate UK coastline on a map To understand coastal erosion</p> <p>To identify how coastlines have changed over time.</p>	<p>To undertake a study of a UK coastal town – Weymouth</p> <p>To explain why our coast are changing over time</p>	<p>To describe how humans use water in different ways</p> <p>To explain why coasts are a popular tourism location To describe why some people like or need to live by the coast</p> <p>To identify the 5 main layers of the Ocean.</p> <p>To describe the features of UK coast lines</p> <p>To describe how humans can impact the environment both positively and negatively.</p>	<p>To locate the UK coastlines. To confidently locate the UK, the 7 continents and 5 oceans on a map or an atlas. I know where the north and sole pole are.</p> <p>I know that the world is split into 2 hemispheres.</p> <p>To zoom in and out of a digital map</p> <p>Label some features on an aerial photograph and then locating these on an OS map</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> Understand what a coast line is and describe what you would see at the coast Name and describe some natural features you would see at the coast. Understand why people choose to live by the coast Explain what Erosion is Describe why coastlines change over time <p>Questions to elicit understanding:</p> <p>What is the definition of a coastline? The boundary of a coast, where land meets water</p> <p>What would you expect to see at the coast? Caves, cliffs, birds, beaches, tides, waves, people What natural features might you see? Caves, cliffs, beaches, tides</p>	<p>county, country, town, coast, physical features, human features, mountain, hill, river, erosion, weathering , tides .</p>

				Ask and answer geographical questions.	<p>What is Erosion? Erosion is the process of natural features being gradually worn down, perhaps by wind, water or rocks, and this material being taken somewhere else, perhaps by heavy rain or waves of an ocean</p> <p>What is weathering? Weathering is the breaking down or dissolving of rocks on the surface of the Earth. The process of weathering breaks down and removes material from the coastlines. Weathering wears away exposed surfaces over time.</p> <p>How do coastlines change over time? Water, wind and ice are all powerful elements which batter the coastlines and over time cause them to wear down, breaking rocks into smaller fragments. This can cause caves, arches and bays to appear.</p> <p>Why do people live by the coast?</p> <p>Why are the coast important to the people of the UK?</p> <p>How are humans affecting the coasts?</p>	
Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
<p>Year- 4 Term – Autumn 1 Topic - Stars and Stripes North America</p> <p>Reflectiveness – Children will be able to reflect on the similarities and differences between North America and other parts of the world.</p>	<p>To identify some countries of North America</p> <p>To be able to locate some American states on a map. To be able to identify and compare the states of the USA</p> <p>To locate some key physical features of North America</p> <p>To locate some key human features of North America</p> <p>To name some of America's significant mountain ranges and rivers.</p> <p>To find lines of latitude and longitude on the globe</p> <p>To find the equator in relation to North America and how this impact America</p>	<p>To describe the differences of some American landscapes</p> <p>To understand geographical similarities and differences through the study of human geography between the UK and North America</p> <p>To explore similarities and differences, comparing the human geography of the UK and North America</p> <p>To understand geographical similarities and differences through the study of physical geography between the UK and North America</p> <p>To explore similarities and differences comparing the physical geography between the UK and North America</p> <p>To know the negative effects of an earthquake and its effect on the community</p>	<p>To find out about natural phenomena in the USA</p> <p>To describe the impact of volcanos and earthquakes</p> <p>.</p>	<p>To be able to use maps, atlases, globes to locate North America and the countries and states</p> <p>Zoom in and out of a digital map</p> <p>To use directional language (N S E W) to describe where key features are when looking at a map.</p> <p>Ask and answer geographical questions.</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> •Locate North America on a world map •Identify key physical and human features of North America •To name some of America's significant mountain ranges and rivers. <p>Questions to elicit understanding:</p> <p>Where is North America on a world map?</p> <p>What are the similarities and differences between the Rockies and the Alps? e.g. Rockies are larger in area but the Alps are higher</p> <p>What are the Geographical similarities between the UK and North America – make reference to both human and physical features?</p> <p>What are the Geographical differences between the UK and North America – make reference to both human and physical features?</p>	<p>States, USA, United Kingdom, country, town, coast, physical features, human features, mountain, hill, river, sea, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. population, land use, retail, leisure, housing, business, industrial,</p>

						agricultural, climate, map, aerial view, feature, annotation, landmark, distance, key, symbol, urban, rural, population, coordinates
<p>Year 4 Term – Autumn 2 Topic: Wonderous Water</p> <p>Geography Unit: Take me to the River</p> <p>Rivers and the water cycle.</p> <p>Resilience – Children will understand that they must make several attempts to understand difficult concepts like the water cycle.</p>	<p>To locate the other countries of the UK on a map, the 7 continents and the 5 oceans.</p> <p>To locate major rivers previously studied e.g. Thames, Tiber, Mississippi</p> <p>To locate rivers of the UK</p>	<p>To know why major cities are often situated on or close to rivers</p> <p>Discuss how rivers can impact trade, land use and settlement</p>	<p>To explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration.</p> <p>To describe the role rivers play in the water cycle.</p> <p>To explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander.</p> <p>To explain the processes of erosion, transportation and deposition in relation to rivers.</p> <p>To describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure.</p> <p>To describe the causes of river pollution and its effect on the environment.</p>	<p>To use a world map to identify major rivers around the world.</p> <p>To generate geographical questions about a particular river and use a variety of sources to find the answers</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none">• Locate major rivers in the world and the UK• Know why major cities are situated close to rivers• Explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration.• Explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander.• Describe how rivers are used• Locate rivers on a map• Collect data on a local river and describe its features <p>Questions to elicit understanding:</p> <p>Using this image, explain the water cycle process:</p>  <p>Approximately, how much of the earth's surface is covered in water? 70%</p> <p>Hail, snow and rain are types of what? Precipitation</p> <p>Water underground is called what? Groundwater</p> <p>What do we call the process where water is turned from a liquid to a gas in the air? Evaporation</p> <p>Warm, moist air rises into the sky and cools to make what?</p>	<p>condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall</p>

					<p>Clouds</p> <p>What affects the water cycle the most? The sun</p> <p>Where does most of water in river ends it journey? The seas/oceans</p> <p>How do rivers change shape? Makes reference to erosion, transportation, deposition</p> <p>What are some features of our local river?</p> <p>Can you name some of the longest rivers in the world? Nile, Amazon, Yangtze</p>	
<p>Year – 4 Term – Summer 2 Topic - Extreme Earth</p> <p>Extreme Earth – explore the impact of volcanoes and earthquakes on different regions of the world.</p> <p>Readiness– Children will be ready to learn about earthquakes in different regions of the world and apply their knowledge of global geography to deepen their understanding.</p>	<p>To locate the other countries of the UK on a map, the 7 continents and the 5 oceans</p> <p>To know that mountains, volcanoes and earthquakes largely occur at plate boundaries</p> <p>To know that climate zones are areas of the world with similar climates</p> <p>To locate lines of latitude and longitude on the globe</p> <p>To locate the equator on a map and describe how this impacts environmental regions.</p> <p>Locating where the world’s volcanoes are on a map and earthquakes occur and identifying the ‘Ring of Fire’.</p>		<p>To name the layers of the earth</p> <p>To describe why people still live in areas that affected by natural disasters.</p> <p>To explain how volcanoes are formed.</p> <p>To know the negative and positive effects of living near to a volcano</p> <p>To explain what causes earthquakes and how they are measured.</p>	<p>To confidently locate the UK, the 7 continents and 5 oceans on a map or an atlas.</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none">• Know how a mountain is formed• Name layers of the earth• Explain how volcanos are formed• Know the negative and positive effects of living near to a volcano• Explain what causes earthquakes <p>Questions to elicit understanding:</p> <p>Where do volcanos and earthquakes usually occur? Plate boundaries</p> <p>What is the ring of fire and what does it show us?</p>  <p>Can you name any volcanos?</p> <p>Why do people still live by volcanos? As well as providing mineral resources, many countries with active volcanoes are able to use the heat generated by volcanic activity as geothermal energy</p> <p>What causes earthquakes? The Earths' plates are always moving but usually, we can't feel it. The edges of the plates are called faults. Faults can rub together, push toward each other, or pull away from each other. This is what causes an earthquake.</p> <p>How are earthquakes measured? Seismometers</p>	<p>active volcano</p> <p>climate change</p> <p>composite volcano</p> <p>crust</p> <p>dormant volcano</p> <p>earthquake</p> <p>epicentre</p> <p>extinct volcano</p> <p>fault line</p> <p>fault-block mountain</p> <p>fertile soil</p> <p>fold</p> <p>mountain</p> <p>geothermal energy</p> <p>igneous rock</p> <p>index</p> <p>inner core</p> <p>outer core</p> <p>magma</p> <p>magma chamber</p> <p>man-made rock</p> <p>mantle</p> <p>metamorphic rock</p> <p>natural rock</p>

						negative effects plate boundary positive effects pyroclastic flow
Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
Year – 5 Term – Autumn 1 Topic - “I’m a Survivor” Geog Unit - Breath taking Brazil . Reflectiveness – Children will reflect on their own lives to compare them to that of children in different parts of Brazil.	<p>To locate the other countries of the UK on a map, the 7 continents and the 5 oceans</p> <p>To Locate south America and Brazil on a map</p> <p>To locate Brasilia on a map and know that Brasilia is the capital city</p> <p>To locate Rio de Janerio on a map.</p> <p>To locate key physical and human features in Brazil on a map</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map in relation to South America and Brazil</p>	<p>To compare England & Brazil and describe the similarities and differences between these two countries</p> <p>Explain how humans have responded in different ways to their local environments in the UK and Brazil</p> <p>To compare the climate in Brazil to the UK</p> <p>To discuss how climate impacts trade, land use and settlement.</p> <p>To explain how people cope in the hot weather in Brazil</p>	<p>Describe and understand the economic activity in Brazil including trade links</p> <p>Recognise geographical issues affecting people in Brazil</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Brazil.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>Accurately use 4 and 6 figure grid references to locate features in the UK and Brazil</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> Locate Brazil, Brasilia on a map and compare the location to the UK including using language such as equator, latitude, longitude and the effect of this on Brazil’s climate. Describe the similarities and differences between Brazil and the UK Know what a favela is and what life is like in the favelas Understand the impact of tourism on Brazil Name other cities in Brazil Understand about sustainability <p>Questions to elicit understanding:</p> <p>Where is Brazil? South America</p> <p>Which hemisphere is Brazil? Southern</p> <p>What is the capital city? Brasilia</p> <p>What is a favela? Favela is an umbrella name for several types of working-class neighbourhoods in Brazil.</p> <p>What would I see if I visited the favelas? Lots of houses/shacks crammed together. Poverty</p> <p>What is the rainforest in Brazil? Amazon</p> <p>What would I find/see if I visited the Amazon rainforest?</p> <p>What are the Geographical similarities between the UK and Brazil – make referenced to both human and physical features?</p> <p>What are the Geographical differences between the UK and Brazil – make referenced to both human and physical features?</p>	Human, physical, Brazil, Brasilia, atlas, map, coordinate s, latitude, longitude, continent, country, city, North America, South America, border, key, land use, settlement, economy, natural resources, tourism, favela, sustainabili ty,
Year – 5 Term – Spring 1 Topic - Earth Matters: Biomes and vegetation	To locate the other countries of the UK on a map, the 7 continents and the 5 oceans		Describe and understand the key aspects of the 6 biomes	Confidently use and understand maps at more than one scale	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> Know what a biome and name the 6 biomes describe and understand key aspects of the 6 biomes 	continent, Biome, Rainforest, tundra,

<p>Earth Matters: Biomes and vegetation Resourcefulness – Children will think about their own resourcefulness and how their needs would change according to the different regions geographically in which they live.</p>	<p>Identify significant environmental regions on a map</p> <p>Use maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>To know the 6 biomes</p> <p>To know that biomes are areas of world with similar climates, vegetation and animals.</p> <p>To name and describe some of the world's vegetation belts (ice caps, tundra, coniferous, deciduous, evergreen, grasslands, Mediterranean, desert,)</p>		<p>Describe the understand the key aspects of the six climate zones</p> <p>Understand some of the impacts and causes of climate change</p> <p>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>To know vegetation belts are areas of the world that are home similar plants species</p> <p>To name and describe some of the world's vegetation belts To know some positive and negative impacts of humans on the environment</p>	<p>Use atlases, maps and globes (including digital) to locate countries and features.</p> <p>Accurately use 4 and 6 figure grid references</p> <p>Design interview questions to collect qualitative data</p>	<ul style="list-style-type: none"> • Use a map to identify biomes • use the key on a map to name and recognise biomes and key physical and human features <p>Questions to elicit understanding:</p> <p>Use this image to describe the different climates around the world?</p>  <p>What is a biome? Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:</p> <ul style="list-style-type: none"> • how warm or cold it is • how dry or wet it is • how fertile the soil is <p>What are the main 6 land biomes? Rainforest, tundra, desserts, Savanah, woodlands, grasslands,</p> <p>What would I expect to find/see in a desert biome? Evidence of knowledge - Climate, animals, vegetation</p> <p>What would I expect to see/find in a tropical biome? Evidence of knowledge - Climate, animals, vegetation</p> <p>How are humans impacting the environment?</p>	<p>desserts, Savanah, woodlands, grasslands, tundra</p> <p>Vegetation belts</p> <p>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
<p>Year – 5 Term – Summer 1 Topic - “Ice Ice Baby” Become an Explorer</p> <p>Become an Explorer – Antarctica/Map skills Resilience – Children will think about the resilience it takes to explore different parts of the planet and operate in extreme conditions.</p>	<p>To locate the other countries of the UK on a map, the 7 continents and the 5 oceans</p> <p>To locate Antarctica on map and discuss key physical features of Antarctica</p> <p>To know that Antarctica is an ice cap</p> <p>To know that countries near the equator have less seasonal change</p> <p>To know that the equator is a line of latitude indicating the hottest places on earth, splitting the globe into northern and southern hemispheres</p>	<p>To compare England & Antarctica and describe the similarities and differences between these two places</p>	<p>To know why Antarctica and the oceans around it are so important</p> <p>To understand why no one lives on Antarctica</p> <p>To understand how climate change is affecting Antarctica and how that is affecting the rest of the world</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe their features</p> <p>To 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;</p> <p>Select appropriate methods for data collections</p> <p>Drawing conclusions from an enquiry.</p> <p>Explain who Shackleton was and describe his expedition</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • know where Antarctica is and locate it on a map • will know that Antarctica is an ice cap • know who Shackleton was • Know about the Antarctic treaty • Understand and use the features of an OS map • Be able to use the 8 compass points • Be able to use a four and six figure grid reference <p>Questions to elicit understanding:</p> <p>What did explorers do before maps?</p> <p>What does a good map need? Title, key, grid</p> <p>What is an OS map? What does an OS map show us?</p> <p>OS are up to date and accurate maps depicting the landscape's human and physical features. All</p>	<p>climate</p> <p>climate zone</p> <p>compass points</p> <p>direction</p> <p>drifting ice</p> <p>hemisphere</p> <p>ice sheet</p> <p>ice shelf</p> <p>iceberg</p> <p>lines of latitude</p> <p>lines of longitude</p> <p>treaty</p> <p>atlas,</p> <p>continent,</p> <p>country</p> <p>Antarctica</p>

	<p>To know lines of longitude are invisible lines that determine how far east or west a location is from the prime meridian</p> <p>To know lines of latitude are invisible lines that how far north or south you are from the equator</p> <p>To know that the tropics of cancer and Capricorn are lune of latitude and mark the equatorial regions.</p>				<p>OS maps use the same symbols, which are included in a key so people using the map know what each symbol represents.</p> <p>Using grid references, can you tell me when the school, church is etc?</p> <p>What are the 8 points on a compass? North, South, East, West. North east, south west, south west, North west</p> <p>What is the prime meridian? What is it also known as? Greenwich mean time</p> <p>What is the equator? An invisible line around the middle of the earth</p> <p>What are the two hemispheres called? North and South</p> <p>What biome is Antarctica? Tundra</p> <p>Why is Antarctica important?</p> <p>No one inhabits Antarctica full – what do scientist and Geographers need to survive there for a short amount of time?</p>	
Year /Topic	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Sticky Knowledge	Vocabulary
<p>Year – 6 Term – Spring 1 Topic - Natural vs Supernatural Geography unit - Globe trotters: Natural resources and global trade</p> <p>Resourcefulness – Children will understand their own natural resources and how we utilize them.</p>	<p>To locate more countries in Europe and North and South America using Maps</p> <p>To locate major cities of the world</p> <p>To locate physical and humans features in countries studied on a map</p> <p>To understand that the climate impacts what countries can grow affecting what they can export and need to import</p>	<p>To understand that we trade with other countries</p> <p>Use maps to explore wider global trading routes</p>	<p>To know why rivers and oceans are important for trade</p> <p>Describe and understand economic activity including trade links</p> <p>To know that the UK grows food and imports food from other countries</p> <p>To understand what fair trade is</p> <p>To understand how trade has changed overtime</p> <p>Suggest reasons why the global population has grown significantly</p> <p>Understand the distribution of natural resources both globally and within the UK and El Salvador</p> <p>To know that natural resources can be used to make energy</p>	<p>Confidently use and understand maps at more than one scale</p> <p>Use atlases, maps and globes (including digital) to locate countries</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • Know why the UK trades with other countries • What the UK exports • What the UK imports • Know what fair trade is • Know that natural resources can be used to make energy <p>Questions to elicit understanding</p> <p>What does the UK export? Scrap metal, aeroplane parts, cars</p> <p>What does the UK Import? Coffee beans, bananas</p> <p>Why does the UK need to import goods? Climate</p> <p>What is fair trade? Fair trade is a term for an arrangement designed to help producers in developing countries achieve sustainable and equitable trade relationships.</p> <p>What is a natural resource? Sources of material and energy that are economically accessible in the natural environment in primary form before their transformation by human activity How can natural resources be made in energy?</p>	<p>Trade, fair trade, land use, settlement, economy, natural resources.</p> <p>services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservati</p>

			To know the positive and negative impacts of humans on the environment		Why do you think the world's population has grown?	on, carbon footprint atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
<p>Year 6. Term – Spring 2 Topic - What a wonderful world! Geography Unit - Exploring Asia: In depth study of Japan Reflectiveness – Children will reflect on the lives of others around the globe and compare their own experiences to those of others.</p>	<p>To locate more countries in Europe and North and South America and Asia using Maps</p> <p>To locate Japan on a map</p> <p>To know that the equator is a line of latitude indicating the hottest places on earth, splitting the globe into northern and southern hemispheres</p> <p>To know lines of longitude are invisible lines that determine how far east or west a location is from the prime meridian</p> <p>To know lines of latitude are invisible lines that how far north or south you are from the equator</p> <p>To know that the tropics of cancer and Capricorn are lune of latitude and mark the equatorial regions.</p> <p>Identify the location of the prime/Greenwich meridian and time zones. Explain it's significance</p> <p>Use longitude and latitude when referencing location on an atlas or a globe</p>	Describe and explain the human and physical similarities and differences between Japan and the UK	<p>To recognise the main geographical features of Japan</p> <p>To know different types of mountain and how volcanoes are formed</p> <p>To understand that Japan is very mountainous</p> <p>To know why tourists visit mountain ranges</p>	<p>Confidently use and understand maps at more than one scale</p> <p>Use atlases, maps and globes (including digital) to locate countries</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • Know where Japan is on a map • Locate Asia on a world map and describe its location • Describe where Asia is in comparison to the UK • Describe Japan's location using key vocabulary such as latitude, longitude, equator • Describe the human and physical similarities/differences between Japan and UK • Describe how a mountain and volcano are formed <p>Questions to elicit understanding</p> <p>Can you locate Asia and Japan on a map?</p> <p>Describe Japans location using geographical terms</p> <p>Why is Japan a popular country to visit?</p> <p>What are the main similarities and differences between Japan and the UK?</p>	<p>Asia, Japan atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city</p> <p>physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p>environmental disaster, settlement, resources,</p>

	To know the prime meridian in a line of longitude which goes through 0 degrees and determines the start of the world's time zones					services, goods, electricity, supply, generation, mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
<p>Year 6 Term – Summer 2 Topic - Lights, camera, action!</p> <p>Pupil complete an in-depth study of a chosen country</p> <p>Responsibility – Children will appreciate their role as global citizens and understand their responsibilities to the planet in developing and promoting more sustainable past times such as eco-tourism</p>	<p>To locate more countries in Europe and North and South America and Asia using Maps</p> <p>To know that the equator is a line of latitude indicating the hottest places on earth, splitting the globe into northern and southern hemispheres</p> <p>To know lines of longitude are invisible lines that determine how far east or west a location is from the prime meridian</p> <p>To know lines of latitude are invisible lines that how far north or south you are from the equator</p> <p>to know that the tropics of cancer and Capricorn are lune of latitude and mark the equatorial regions. Identify the location of the prime/Greenwich meridian and time zones. Explain it's significance</p> <p>Use longitude and latitude when referencing location on an atlas or a globe</p> <p>To know the prime meridian in a line of longitude which goes</p>	To describe the human and physical features of their chosen country	<p>To explain why tourists visit mountain ranges and coasts</p> <p>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p> <p>To select a map for a specific purpose</p> <p>To recognise the difference between an Ordnance Survey map and other maps and when it is appropriate to use each</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Conduct interview to collect qualitative data Interpret and use real time data Decide how to present data</p> <p>Decide how to present data using plans, freehand sketches, annotated drawings, graphs, photographs and writing at lengths when communicating geographical knowledge</p>	<p>By the end of the unit, the children will:</p> <ul style="list-style-type: none"> • Locate countries on a world map. • Describe where their chosen country is in terms on longitude, latitude and how close it is to the equator – how this impacts the climate, weather and vegetation, • Describe their chosen country in detail using human and physical features. • Explain why tourists visit their chosen country – naming specific places/ areas of attractions that people would want to visit. Interpret data to make meaningful conclusions • Present their findings about their chosen country. 	<p>atlas, index, coordinate s, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, border, key. physical feature s, climate, human geogra phy, land use, settlem ent, econom y, natural resourc es. environm ental disaster,</p>

	through 0 degrees and determines the start of the world's time zones					settlement , , tourism, positive, negative, economic, social, environm ental. atlas, index, coordin ates, latitude, longitud e, key, symbol, Ordnan ce Survey, Silva compas s, legend, borders , fieldwo rk, measur e, observe , record, map, sketch, graph.
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