

Geography	Progression	Intent			Implementation	Impact		
Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
1	<p>EYFS skills: 30-50 Months Understanding the World</p> <ul style="list-style-type: none"> <li>•To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>•To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>•To talk about why things happen and how things work.</li> <li>•To develop an understanding of growth, decay and changes over time.</li> <li>•To show care and concern for living things and the environment.</li> </ul> <p>40-60 Months Understanding the World</p> <p>The World</p> <ul style="list-style-type: none"> <li>•To look closely at similarities, differences, patterns and change.</li> </ul> <p>ELG Understanding the World</p> <p>People and Communities</p> <ul style="list-style-type: none"> <li>•To talk about past and present events in their own lives and in the lives of family members.</li> <li>•To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>•To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p>What is the geography of where I live like? 5 weeks</p> <p><u>Locational knowledge</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Place knowledge</u> Small area of the United Kingdom <u>Human and physical</u> Physical and human features Basic subject vocabulary <u>Skills and fieldwork</u> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p>Why do we love being beside the seaside so much? 7 weeks</p> <p><u>Locational knowledge</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Human and physical</u> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <u>Skills and fieldwork</u> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p>How does the weather effect our lives? 6 weeks</p> <p><u>Locational knowledge</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Human and physical</u> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <u>Skills and fieldwork</u> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p><b>Information book research</b></p> <p><i>Exploration walks</i></p> <p><i>Use of beebots and other directional tools/games (cross curricular link with Maths)</i></p> <p><i>Simple map making using symbols</i></p> <p><i>Adding symbols to simple sketches</i></p> <p><i>Observing and adding to photos of the local environment</i></p> <p><i>Directional instructions to follow (cross curricular link with Maths)</i></p>	<p><b>Geographical Enquiry</b> Ask and respond to simple closed questions led by teacher Use information books/pictures as sources of information. Investigate their surroundings in terms of the school, the local area, the wider community and the UK Make observations about where things are e.g. within school or local area</p> <p><b>Map Skills</b> Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p><b>Field Skills</b> Listen to an adult asking another child or adult about familiar environments or activities Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches. Recognise a photo taken by a teacher as a record of what they have seen. Use everyday language to describe features <i>E.g. bigger, smaller than.</i></p>	<p>Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential. Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent;</p>	<p><b>What is the geography of where I live like?</b> What is geography all about?</p> <p>Whereabouts in the United Kingdom do I live?</p> <p>What does the Geographical Information System (GIS) in <i>Google Earth</i> tell me about the geography of the local area?</p> <p>What are the main land uses within my local area?</p> <p>How can we introduce people to the physical and human geography of our local area?</p> <p><b>Why do we love being beside the seaside so much?</b> How is the seaside different from other places?</p> <p>How do people enjoy themselves at the seaside?</p> <p>What else did Sally find living in the rock pools at Wembury? How do people affect the beach at Wembury?</p>

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Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
2	<p>Year 1 skills: <b>Geographical Enquiry</b> Ask and respond to simple closed questions led by teacher</p>	<p>How does Kampong Ayer compare with where I live? 7 weeks</p>	<p>Why does it matter where our food comes from? 6 weeks</p>	<p>Why don't penguins need to fly? 7 weeks</p>	<p><i>Katie Morag stories</i></p> <p><i>Comparisons with maps and photos</i></p>	<p><b>Geographical Enquiry</b> Ask simple geographical questions; Where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information.</p>	<p>Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England;</p>	<p><b>How does the location of Kampong Ayer compare with where I live?</b> How do people's homes at Kampong</p>

<p>Use information books/pictures as sources of information. Investigate their surroundings in terms of the school, the local area, the wider community and the UK Make observations about where things are e.g. within school or local area</p> <p><b>Map Skills</b> Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p><b>Field Skills</b> Listen to an adult asking another child or adult about familiar environments or activities Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches. Recognise a photo taken by a teacher as a record of what they have seen. Use everyday language to describe features <i>E.g. bigger, smaller than.</i></p>	<p><b>Locational knowledge</b> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom</p> <p><b>Place knowledge</b> Small area in a contrasting non-European country <b>Human and physical</b> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <b>Skills and fieldwork</b> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p><b>Locational knowledge</b> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom</p> <p><b>Human and physical</b> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <b>Skills and fieldwork</b> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p><b>Locational knowledge</b> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom</p> <p><b>Human and physical</b> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <b>Skills and fieldwork</b> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p><b>Locational knowledge</b> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom</p> <p><b>Human and physical</b> Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary <b>Skills and fieldwork</b> World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork</p>	<p><i>Identify human and physical features</i></p> <p><i>Use aerial photographs to add simple symbols and a simple key to maps and sketches</i></p> <p><i>Follow a route on a map eg. Walk to Tesco</i> <i>Roborough/follow on Google Earth</i></p> <p><i>Basic atlas use, using an index, contents to locate places</i></p> <p><i>Find UK on different scaled maps</i></p> <p><i>Field sketches with outline, colour and texture</i></p> <p><i>Use a pro forma information collecting sheet</i></p> <p><i>Use a camera to make recordings in the field</i></p> <p><i>Take measurements with non-standard measurements</i> <i>Label the photos</i></p>	<p>Investigate their surroundings in the wider UK and start to contrast Make simple comparisons between features of different places using physical and human features. Make appropriate observations about why things happen.</p> <p><b>Map Skills</b> Follow directions (as yr 1 and inc'. NSEW) Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p> <p><b>Field Skills</b> Ask a familiar person prepared Use a pro-forma and put ticks in boxes. Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features. Use a camera in the field with help to record what they have seen. Label the photo with help. Use every day non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i></p>	<p>Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion; Muslims; Christians; Islam; Christianity; Imam; Vicar; Priest; Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human. Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import;</p>	<p>Ayer compare with mine?</p> <p>How does the weather at Kampong Ayer compare with the weather where I live?</p> <p>How do people in Kampong Ayer travel around compared with how people travel around where I live?</p> <p>How does going to school in Kampong Ayer compare with my school?</p> <p>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</p> <p>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</p> <p><b>Why does it matter where our food comes from?</b> Where do dairy products come from?</p> <p>Why are there so many dairy farms in Devon?</p> <p>How does Quicke's Dairy Farm in Devon make cheese?</p> <p>How does our list of favourite fruit and</p>
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Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
3	<p>Year 2 skills: <b>Geographical Enquiry</b> Ask simple geographical questions; Where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings in the wider UK and start to contrast Make simple comparisons between features of different places using physical and human features. Make appropriate observations about why things happen. <b>Map Skills</b> Follow directions (as yr 1 and inc'. NSEW) Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) <b>Field Skills</b> Ask a familiar person prepared Use a pro-forma and put ticks in boxes.</p>	<p>Why do earthquakes cause more damage? 5 weeks</p> <p><u>Locational knowledge</u> South America Latitude and longitude Northern and Southern Hemisphere and time zones <u>Human and physical</u> Volcanoes and earthquakes <u>Skills and fieldwork</u> Maps, atlases, globes and digital/computer mapping Map symbols and key</p>	<p>How can we live more sustainably? 5 weeks</p> <p><u>Locational knowledge</u> United Kingdom <u>Human and physical</u> Natural Resources <u>Skills and fieldwork</u> Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present</p>	<p>Why are jungles so wet and deserts so dry? 6 weeks</p> <p><u>Locational knowledge</u> South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and physical</u> Climate zones Biomes and vegetation belts <u>Skills and fieldwork</u> Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys</p>	<p><i>Atlas work using different scales of map</i></p> <p><i>Locate continents, cities and regions of the UK and countries of Europe</i></p> <p><i>Compare SW coastline to that of Bimini/Bahamas using maps, photos</i></p> <p><i>Research information of different locations using maps, books and the internet</i></p> <p><i>Follow a map and route on a map in the school environment both indoors and outdoors and at Central Park, Plymouth</i></p> <p><i>Draw maps using a standard key with some attempt at scale</i></p> <p><i>Make detailed observational drawings of features</i></p> <p><i>Take photos in the field and add detail to printed photos</i></p>	<p><b>Geographical Enquiry</b> Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations</p> <p><b>Map Skills</b> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p><b>Field Skills</b> Gain confidence in speaking to an unfamiliar person. Records some of what they found out Use a simple database to present findings. Draw a sketch of a simple feature from observation or photo.</p>	<p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income. Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Community; Wellbeing; Social; Interaction; Values; Behaviour; Lifestyle; Minerals; Energy; Ocean; Wind; Tides; Waves; Fishing; Forestry; Finite; Infinite; Economic activity; Waste; Biodiversity; Global; Procurement; Conduction; Element; Resistance; Electrons; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Space; Infrared; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Government; Community;</p>	<p><b>Why do earthquakes cause more damage?</b></p> <p>Why won't Paula and Richard forget 22 February 2011?</p> <p>How has New Zealand been affected by earthquakes in the past?</p> <p>Why does New Zealand have so many earthquakes?</p> <p>Why don't the largest earthquakes always cause the most death and destruction?</p> <p>Why do most volcanoes happen in the same places as earthquakes?</p> <p><b>How can we live more sustainably?</b></p> <p>What does being sustainable actually mean?</p> <p>How can we help to make our school more sustainable?</p> <p>Why are we seeing more wind and solar farms in the countryside?</p> <p>How is sustainable development helping</p>

	<p>Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features. Use a camera in the field with help to record what they have seen. Label the photo with help. Use every day non-standard units <i>E.g. hands for length.</i> Counts the number of. <i>E.g. children who come to school by car.</i></p>				<p><i>Use standard and non-standard units within their map work at Central Park</i></p> <p><i>Take measurements with standard and non-standard measurements</i></p> <p><i>Organise work</i></p>	<p>Add colour, texture and detail to own field sketches. Add title and descriptive labels with help Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location. Use every day standard and non-standard units occasionally Begin to organise recordings.</p>	<p>Field; Marsh; Hill; Settlement; Scrape; Management; Charity; Deforestation; Fuel; Erosion; Silt; Solar cooker. Weather; Climate; Temperature; Political map; Temperate; Council; Pattern; Location; North Pole; Equator; Location; Distribution; Country; Prevailing; Wind; Ocean; Climate graph; Classification; Key; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Annual; Winter; Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Average; Coniferous; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Environment; Grassland; Shrubs; Trees; Animals; Herbivores; Landscape; Lichens; Moss; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes; Tributary; Source; Mouth; Humid; Convection; Condensation; Cloud; Thunderstorm; Cumulonimbus; City; Inhabited; Polar; Sahara; Adaptation.</p>	<p>the lapwing out of the red?</p> <p>How are solar cookers helping Sunita and her family to live more sustainably?</p> <p><b>Why are jungles so wet and deserts so dry?</b></p> <p>Why is climate different across the United Kingdom?</p> <p>What are the world's climates?</p> <p>How do climate graphs help geographers compare the climate of one place with another?</p> <p>How does the climate affect the plants and animals living in a place?</p> <p>Why is the jungle of the Amazon Rainforest so wet and humid?</p> <p>Why is Arica the driest inhabited place on Earth?</p>
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Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
4	<p>Year 3 skills: <b>Geographical Enquiry</b> Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations</p> <p><b>Map Skills</b> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Beyond the magic kingdom: What is the Sunshine State really like? 9 weeks</p> <p><b>Locational knowledge</b> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones <b>Place knowledge</b> Region within North or South America <b>Human and physical</b> Climate zones Settlement and land use Economic activity and trade <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key</p>	<p>Why do so many people in the world live in megacities? 5 weeks</p> <p><b>Locational knowledge</b> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones <b>Human and physical</b> Settlement and land use Economic activity and trade <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping</p>	<p>How and why is my local environment changing? 5 weeks</p> <p><b>Locational knowledge</b> United Kingdom <b>Human and physical</b> Settlement and land use <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and keys and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present</p>	<p><i>Compare and contrast images with a variety of scales including photos, pictures, maps, satellite images and aerial photos</i></p> <p><i>Use 4 points of the compass and up to 8 points</i></p> <p><i>Use letter and number co-ordinates on maps and grids</i></p> <p><i>Use maps noting symbols and features along a route</i></p> <p><i>Find UK on a wide variety of maps with different scales</i></p> <p><i>Identify county boundaries on maps</i></p> <p><i>Ask questions using geographical vocab</i></p> <p><i>Record information in a database</i></p> <p><i>Include keylines and features in field sketches</i></p> <p><i>Annotate field work in detail including title,</i></p>	<p><b>Geographical Enquiry</b> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p> <p><b>Map Skills</b> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p><b>Field Skills</b> Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after Use a database to present findings. Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels.</p>	<p>River Sea Ocean Source Mouth Upper course Middle course Lower course Tributaries Meanders Levees North America Human Physical Satellite image Aerial photograph Investigate Scale Collect Record tally Evidence North North West North East South South West South East East West Co-ordinates Symbols OS map Boundary Viewfinder spreadsheet Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal; Mountain; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business;</p>	<p><b>Beyond the magic kingdom: What is the Sunshine State really like?</b></p> <p>Why is the Magic Kingdom the most popular theme park in the world?</p> <p>Where is the <i>Magic Kingdom</i>?</p> <p>Why did the great Maya civilisation of Central America come to an end?</p> <p>Why do tourists come to the <i>Magic Kingdom</i> from some countries and not others?</p> <p>Why is the state of Florida a peninsula?</p> <p>Why is the Kennedy Space Centre in Florida?</p> <p>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</p> <p>How and why is the climate of the <i>Sunshine State</i> different from where I live?</p> <p>How to Floridians cope with hurricanes?</p>

	<p><b>Field Skills</b> Gain confidence in speaking to an unfamiliar person. Records some of what they found out Use a simple database to present findings. Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location. Use every day standard and non-standard units occasionally Begin to organise recordings.</p>				<p><i>location and direction</i></p> <p><i>Independent use of a camera and an understanding of its use as evidence</i></p> <p><i>Annotate photos</i></p> <p><i>Use and read field instruments</i></p> <p><i>Record multiple types data at the same time including use of tallies</i></p> <p><i>Use a spreadsheet</i></p>	<p>Add title, location and direction to sketch. Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo. Use easy to read instruments Count and record different types at the same time using a tally. Organise results in a spreadsheet.</p>	<p>Accessibility; Communication; Political map; Capital city; Government; Parliament; Stock Exchange; Coast; Shanty; Favela; Pampas Grassland; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation. Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative</p>	<p><b>Why do so many people in the world live in megacities?</b></p> <p>What are megacities and where are they located?</p> <p>Why did Baghdad become the first city in the world with one million people?</p> <p>Why is Milton Keynes the United Kingdom's fastest-growing city?</p> <p>Why is Brasília the fastest-growing city in Brazil?</p> <p>How do the advantages of living in cities compare with the disadvantages?</p> <p><b>How and why is my local environment changing?</b></p> <p>Why do places change?</p> <p>How has my local area changed in the past?</p> <p>How did my local area change as a result of World War I?</p> <p>How and why does the quality of the environment change in my local area?</p> <p>How do NASA satellite images inform us of environmental change on a global scale?</p>
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Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
5	<p>Year 4 skills: <b>Geographical Enquiry</b> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p> <p><b>Map Skills</b> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p><b>Field Skills</b> Suggest questions to ask as part of an investigation.</p>	<p>Why are mountains so important? 9 weeks</p> <p><b>Locational knowledge</b> Europe including Russia Latitude and longitude Northern and Southern Hemisphere <b>Human and physical</b> Mountains Natural resources <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p>How is climate change effecting the world? 6 weeks</p> <p><b>Locational knowledge</b> Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones <b>Place knowledge</b> A region of the United Kingdom <b>Human and physical</b> Rivers and the water cycle Natural resources <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Map symbols and key</p>	<p>What is a river? 8 weeks</p> <p><b>Locational knowledge</b> Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones <b>Place knowledge</b> A region of the United Kingdom <b>Human and physical</b> Rivers and the water cycle Natural resources <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present</p>	<p><i>Suggest questions</i></p> <p><i>Use primary and secondary sources of evidence during investigation</i></p> <p><i>Compare and contrast distant places on a larger scale</i></p> <p><i>Collect and record evidence independently</i></p> <p><i>Compare and contrast historical maps of different scales</i></p> <p><i>Analyse and compare climatic conditions and comment on their influence to inhabitants</i></p> <p><i>Develop field and map work</i></p> <p><i>Use 8 points of the compass</i></p> <p><i>Use 4 fig co-ordinates</i></p> <p><i>Draw thematic maps using their own data</i></p> <p><i>Use keys and symbols confidently on a sketch map</i></p>	<p><b>Geographical Enquiry</b> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Progress learning with appropriate development in skills around field work and map work</p> <p><b>Map Skills</b> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places. Measure straight line distance on a plan. Find/recognise places on maps of different scales.</p> <p><b>Field Skills</b> Prepare questions for an interview.</p>	<p>Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost; Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning;</p>	<p><b>Why are mountains so important?</b></p> <p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</p> <p>How were the world's greatest mountain ranges formed?</p> <p>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</p> <p>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</p> <p>How are the Cambrian Mountains different from the Himalaya Mountains?</p> <p>Why is the climate such a challenge for Derek?</p> <p>Why do tourists visit the Cambrian Mountains?</p> <p>Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham?</p>

	<p>Use appropriate geographical vocabulary. Record the main points shortly after Use a database to present findings. Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch. Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo. Use easy to read instruments Count and record different types at the same time using a tally. Organise results in a spreadsheet.</p>				<p><i>Use and recognise OS symbols</i></p> <p><i>Compare aerial photos and maps</i></p> <p><i>Select maps for purpose and use atlases to extract information</i></p> <p><i>Compare and contrast maps of different scales</i></p> <p><i>Measure straight line distance using a scale on a plan</i></p> <p><i>Prepare and carry out an interview using appropriate language</i></p> <p><i>Makes notes and collect data</i></p> <p><i>Use a database to interrogate and amend information collected</i></p> <p><i>Evaluate and improve field sketches against a criteria</i></p> <p><i>Use sketches as evidence</i></p> <p><i>Make a judgement about viewpoints</i></p> <p><i>Evaluate and use photos</i></p> <p><i>Select and use a appropriate</i></p>	<p>Use appropriate language and ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected. Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations. Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.</p>	<p>Government; Resort; Sustainable development; Sustainability. Africa; The Gambia; City; Capital city; Market; Senegal; Atlantic Ocean; River Gambia; Rainfall; Dry season; Wet season; Weather; Climate; Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Commercial; Millet; Maize; Groundnuts; Vegetables; Rice; Tropical; Sub-tropical; Hunger; Insurance; Australia; Victoria; State; Territory; Oceania; Town; Risk; Hazard; Bushfire; Wildfire; Natural disaster; Decade; Heatwave; Consecutive; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure; Embankment; Rock armour; Tide; Storm; Flood plan; Resilient; Tidal surge; Flood defence; Management; Coast; North Pole; South Pole; Ice cap; Region; Climate graph; Weather station; Precipitation; Snow; Blizzard; Tundra; Glacier; Inuit; Migration; Indigenous; Economy; Culture; Global warming; Mountain range; Northern Hemisphere; Southern Hemisphere; Carbon dioxide; Disease; Season; Habitat; Coral; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Energy; Coal; Petroleum; Oil; Gas; Aerobic; Anaerobic; Pressure; Force; Rock; Sedimentary; Crust; Mantle; Core; Sustainability; Sustainable development; Renewable; Non-renewable; Wind</p>	<p>How else is the precious resource of water used in the Cambrian Mountains?</p> <p><b>How is climate change effecting the world?</b></p> <p>Why is Elhaji cleaning shoes on the streets of Banjul?</p> <p>Why can't Olivia afford to insure her home?</p> <p>Why are people living in Starcross making flood plans?</p> <p>Why do Lars and Sofie disagree about how nice the weather is?</p> <p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>What have the countries of the world agreed to do about global warming?</p> <p><b>What is a river?</b></p> <p>How does the course of the River Axe change from source to mouth?</p> <p>How does the course of my local river change from source to mouth?</p> <p>Why are river estuaries such important places for wildlife?</p>
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					<p>measuring instruments</p> <p>Design own and use a census and with help evaluate it</p>	<p>power; Geothermal heat; Hydroelectric power; Solar power; Biofuel. River; Source; Mouth; Course; Channel; Meander; Stream; Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.</p>	<p>Why are rivers such an important part of the water cycle?</p> <p>How has the <i>Isle of Dogs</i> changed since the reign of Henry VIII?</p> <p>Why is river flooding such a problem in Bangladesh?</p> <p>How did Bedřich Smetana use music to describe the course of his beloved national river?</p> <p>How do we know what happened to the River Thames during the <i>Little Ice Age</i>?</p>
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Year group	Skills knowledge the children should already have	Autumn 1	Spring 2	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
6	<p>Year 5 skills: <b>Geographical Enquiry</b> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Progress learning with appropriate development in skills around field work and map work</p> <p><b>Map Skills</b> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.</p>	<p>How do volcanoes effect the lives of people? 8 weeks</p> <p><b>Locational knowledge</b> Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones <b>Place knowledge</b> A region in a European country <b>Human and physical</b> Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p>Why is fair trade fair? 5 weeks</p> <p><b>Locational knowledge</b> Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <b>Human and physical</b> Climate zones Economic activity and trade Natural resources <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p>Who are Britains National Parks for? 9 weeks</p> <p><b>Locational knowledge</b> North America United Kingdom Latitude and longitude Northern and Southern Hemisphere <b>Place knowledge</b> A region of the United Kingdom <b>Human and physical</b> Mountains Types of settlement and land use Economic activity Natural resource <b>Skills and fieldwork</b> Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps</p>	<p><i>Suggest questions</i> <i>Use primary and secondary sources of evidence</i> <i>Compare and contrast places, including distant places</i> <i>Collect and record evidence unaided</i> <i>Analyse evidence and draw conclusions</i> <i>Develop field skills</i> <i>Use 8 compass points confidently and accurately</i> <i>Use 4 figure co-ordinates confidently</i> <i>Begin to use 6 figure grid refs</i> <i>Use latitude and longitude on atlas maps</i> <i>Draw thematic maps</i> <i>Draw more complex plans</i> <i>Use/recognise OS map symbols and atlas symbols</i> <i>Follow a short route on an OS map</i> <i>Describe features shown on OS map</i> <i>Locate places on a world map</i> <i>Use atlases to find out about features</i> <i>Use a scale to measure distances</i> <i>Draw/use maps and plans at a range of scales</i> <i>Use a database to interrogate and amend information collected</i> <i>Annotate sketches</i> <i>Select photography, field sketches, interviews as appropriate and</i></p>	<p><b>Geographical Enquiry</b> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Progress learning with appropriate development in skills around field work and map work</p> <p><b>Map Skills</b> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p> <p><b>Field Skills</b> Select interviewing as an appropriate method for collecting evidence.</p>	<p>Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Trade; Economic activity; Natural resources; Environment; Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Mountain; Relief; Earthquake; Political; City; Urban; Rural; Region; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony; Transport; Market Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation;</p>	<p><b>How do volcanoes effect the lives of people?</b></p> <p>Where does Saethor take his dog Tiry for a walk every day?</p> <p>Where do Saethor and Tiry live?</p> <p>How do geographers describe the Westman Islands?</p> <p>How does the physical and human geography of Hiemaey compare with the area in which I live?</p> <p>Why are there so few trees on Hiemaey?</p> <p>Why are there volcanoes on Hiemaey?</p> <p>How were the people of Hiemaey affected when Eldfell erupted?</p> <p>Why do the people of Hiemaey go on living next to an active volcano?</p> <p><b>Why is fair trade fair?</b></p> <p>Why was this road so important two thousand years ago?</p> <p>Why does Marco Polo visit the United</p>

	<p>Measure straight line distance on a plan. Find/recognise places on maps of different scales.</p> <p><b>Field Skills</b> Prepare questions for an interview. Use appropriate language and ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected. Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations. Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.</p>				<p><i>evaluate the evidence collected</i> <i>Select and use a range of measuring instruments in investigations</i> <i>Design own census, pilot and evaluate it</i> <i>The route the Titanic took on its maiden voyage.</i> <i>Latitude and longitude co-ordinates to locate important places.</i> <i>Ports/countries where the Titanic stopped.</i> <i>The iceberg collision site.</i></p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.</p> <p>To 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 landuse patterns; and understand how some of these aspects have changed over time in the context of rivers.</p> <p>To 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</p>	<p>Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected. Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns. Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.</p>	<p>Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil; River; Confluence; Pier; Refinery; Settlement; Heath; Estuary; Mud flat; Cruise; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Community; Development; Co-operative; Market; Sustainable; Ethical. National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta; Village; Viaduct; Cottage; Custom; Tradition; Culture; Lifestyle; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Sea; Deciduous; Coniferous; Cliff; Channel; Glacial; Fells; Loch; Firth; Lake; Heathland; Ancient; Tarn; Coastline; Saltmarsh; Mudflats; Hill; River; Coastal; Bay; Beach; Sand dune; Gorge; Chalk; Downland; Grassland; Limestone; Drystone wall; Pot hole; Cave; Chamber; Tourists; Visitors; Abbey; Medieval; Industrial revolution;</p>	<p>Kingdom every eleven weeks?</p> <p>What does the United Kingdom export to the people of China?</p> <p>Why isn't trade always fair for some people such as Melvin?</p> <p>Why is fair trade fair?</p> <p><b>Who are Britains National Parks for?</b></p> <p>Why are National Parks described as Britain's 'breathing spaces'?</p> <p>What else makes National Parks so important?</p> <p>Why do National Parks welcome visitors?</p> <p>Why is protected land so important in Southwest England?</p> <p>Why are so many people attracted to <i>The Valley of Rocks</i>?</p> <p>Why is <i>Merrivale</i> such an important prehistoric site?</p> <p>Why are farmers so important in our National Parks?</p> <p>How are National Parks looked after?</p> <p>How do Exmoor and Dartmoor National</p>
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				<p>and human characteristics, countries, and major cities in the context of rivers of the world.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.</p> <p><i>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers.</i></p> <p><i>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers.</i></p> <p><i>By the end of the lesson the children will be able:</i></p> <p><i>To describe and understand key aspects of 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 in the context of rivers.</i></p> <p><i>To describe and understand key aspects of human</i></p>	<p>Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Incline; Hill; Tourists; Dry valley; Stream; Rock; Shattered; Fragmented; Ice Age; Island; Scrub; Weathering; Freeze-thaw; Erosion; Pedestal; Evoke; Pastoral; Technology; Factory; Mill; Prehistoric; Ceremonial; Mesolithic; Neolithic; Relief; Vegetation; Bracken; Heath; Diversify; Grassland; Marsh; Reeds; Cairn; Standing stones; Quarry; Farm; Wildlife; Species; Habitat; Beauty; Tranquillity; Land use; Economic activity; Livestock; Fodder; Government.</p>	<p>Parks compare with the Everglades National Park in Florida?</p>
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					<i>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 in the context of dams.</i>			
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