

GEOGRAPHY	1	2	3	4	5	6
	Kenya, Scotland, Locality, Uk, Weather, Australia, Hot and Cold Places, Skipton, Antarctica	Oceans and Continents, Earthquakes and Volcanoes, Locality Study, Africa, mountains, Europe, Climate Zones, Rivers, The UK			Food and Farming, South America and Rio, Mapping the Dale, Norway, World Trade, Blue Planet	
Geographical Knowledge	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Children should be able to make comparisons and links with the type of foods that are grown in hot/cold countries. To be able to explain why they would wear different clothes at different times of the year</p>	<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>To be able to find where they live on a map of the UK.</p>	<p>To be able to locate and name the main countries in North and South America on a world map and atlas .</p> <p>Identify the significance of the Equator, Tropics of Cancer and Capricorn</p> <p>To be able to locate and name some of the main mountains in the UK and some of the highest mountains in the world.</p> <p>Locate and name some of the world's volcanoes and earthquakes.</p> <p>Name and locate the key topographical features including hills and mountains. Understand how these features have changed over time.</p>	<p>To know the difference between the British Isles, Great Britain and the UK.</p> <p>To be able to name up to six cities in the UK and locate them on a map.</p> <p>To be able to locate and name some of the main rivers in the UK and the longest rivers in the world.</p> <p>Locate and name on a map the countries that make up Europe (including Russia). Where is the UK? Identify the capital cities of key European countries.</p> <p>To be able to name and locate the capital cities of neighbouring European countries.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. .</p> <p>Identify the significance of the N. and S. Hemisphere, Arctic and Antarctic circles.</p> <p>To be able to name a number of countries in the Northern and Southern Hemispheres.</p>	<p>·Locate and name the main counties and cities in England.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian, time zones (including night and day).</p> <p>Identify the largest deserts,</p>
Geographical Enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>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</p>

Geography	1	2	3	4	5	6
<b>Physical Geography</b>	<p>To be able to explain the main features of a hot and cold place.</p> <p>To be able to explain how the weather changes with each season.</p> <p>To be able to describe the key features of a place, using basic geographical vocabulary like: forest, hill, mountain, beach, soil, sea, weather, hot, cold</p>	<p>To be able to describe some physical features of their own locality and explain what makes their locality special.</p> <p>To be able to describe some of the features associated with an island.</p> <p>To be able to describe the key features of a place, using basic geographical vocabulary like: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Describe and understand key aspects of: Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>To be able to describe the physical features of a locality.</p>	<p>Describe and understand key aspects of: rivers, mountains and the water cycle.</p> <p>To be able to explain why water is such a valuable commodity .</p> <p>Name and locate the key topographical features including coast, features of erosion and rivers. Understand how these features have changed over time.</p> <p>Understand geographical similarities and differences through the study of the physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Describe and understand key aspects of : Climate zones, biomes and vegetation belts.</p> <p>To be able to use the appropriate symbols to represent different physical features on a map.</p> <p>Compare a region of the UK with a region in a European country (Greece),</p>	<p>Describe and understand key aspects of: the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>To be able to describe how some places are similar and others are different in relation to their physical features.</p> <p>To be able to explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>To be able to describe the main physical features of a well-known city.</p>
<b>Human Geography</b>	<p>To be able to describe the key features of a place, using basic geographical vocabulary like: City, town, village, factory, farm, house, office.</p> <p>To be able to say something about the people who live in hot and cold places</p>	<p>To be able to describe the key features of a place, using basic geographical vocabulary like: City, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To be able to describe some human features of their own locality, such as jobs people do and that these may be different in different parts of the world.</p> <p>Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>To be able to describe how volcanoes have an impact on people's lives.</p> <p>To be able to confidently describe human features in a locality .</p> <p>To be able to explain why a locality has certain human features .</p> <p>To be able to explain why a place is like it is.</p> <p>To be able to explain how the lives of people in different countries would be different from their own.</p>	<p>To be able to explain how a locality has changed over time with reference to human features.</p> <p>To be able to find different views about an environmental issue and explain their view.</p> <p>To be able to suggest different ways that a locality could be changed and improved.</p> <p>To be able to explain why people are attracted to live by rivers.</p> <p>Understand geographical similarities and differences through the study of the human geography of a region of the United Kingdom and a region in a European country.</p>	<p>Link with a city compare land use maps from the past with the present, focusing on land use.</p> <p>To be able to explain how a locations fits into its wider geographical location; with reference to human economical features.</p> <p>To be able to explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p>To be able to locate the Mediterranean and explain why it is a popular holiday destination.</p>	<p>Linking with Liverpool or London, map how land use has changed over time. Make predictions about how it may continue to change in the future.</p> <p>Import/export and trade between UK and Europe and ROW.</p> <p>To be able to give an extended description of the human features of different places around the world.</p> <p>To be able to describe how some places are similar and others are different in relation to their human features.</p> <p>To develop a wider knowledge of understanding of famous landmarks and relate this to tourism.</p>

Geography	1	2	3	4	5	6
	<p>Compasses and maps - learning basic directions - forwards and backwards, left and right.</p>	<p>Use world maps, atlases and globes to identify the seven</p> <p>Be able to recognise and use simple compass directions (North, South, East and West)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p> <p>To identify the key features of a locality by using a map.</p> <p>To be able to use maps and atlases appropriately by using contents and indexes</p> <p>Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>To use some basic OS map symbols.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p> <p>To carry out a survey to discover features of cities and villages.</p> <p>To be able to find the same place on a globe, in an atlas and using digital technology.</p> <p>To be able to label the same features on an aerial photograph or on a map.</p> <p>To be able to plan a journey to a place in England using a map/digital technology.</p> <p>Learn the eight points of a compass, four-figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</p> <p>To collect information about a place and use it in a report.</p> <p>To be able to map land use.</p> <p>To be able to make detailed sketches and plans improving their accuracy later.</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>To be able to choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>Learn the 8 compass points and 8 figure grid references with teaching of latitude and longitude</p> <p>To be able to recognise key symbols used on ordnance survey maps. To use OS maps to answer questions.</p> <p>To confidently explain scale and use maps with a range of scales .</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>