

**CURRICULUM INTENT:**

At Chawton CE Primary School, we aim to inspire great curiosity and enthusiasm to find out more about places and navigation by delivering an exciting and engaging geography curriculum. This will encompass using our amazing village which is so rich in natural resources and buildings, and by visits to other geographical sites in the local area, so children gain excellent first-hand experience. By using a range of other resources and techniques such as maps, photographs, aerial photographs, atlases, globes, compasses, internet and video, we aim to make Geography come alive for children and to develop a thirst to find out more about our planet and where we live. We will build links with all other subjects wherever possible so that children gain a broad and deep understanding of Geography and can apply what they learn in their everyday lives. Our teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

**Vocabulary**

Early Years	Year 1 and 2	Year 3 and 4	Year 5 and 6
environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, technology, programme, move, direction, forwards, backwards, route	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, factory, farm, house, office, port, harbour, shop, United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano, 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.	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key, latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources, Amazon rainforest, Forest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

**Year R Overview**

**Understanding the world:** natural World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment dance, role-play and stories.

**People, Culture and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children 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. They make observations of animals and plants and explain why some things occur and talk about changes.

<b>In preparation for the following</b>	Early Years	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
<p><b>practical knowledge, key skills and understanding in Year 1:</b> using basic geographical vocabulary; using simple directional language; know that there are similarities and differences; looking at maps and pictures</p>	<p>In EYFS, children begin to develop their geographical knowledge by exploring features of our school. Maps and atlases are used to investigate different places as we begin to compare and contrast different environments. Children have rich opportunities to make use of school grounds, and the immediate area, to enhance and apply their skills as geographers. Throughout the year, children observe and discuss the weather and seasonal changes. Children also learn about the different jobs which people do in our community.</p>	<p>Through child initiated and adult led, children will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>Make basic observations about the environment they are in.</li> <li>Explore the school environment</li> <li>Explore similarities and differences in relation to home and school.</li> <li>Draw a basic sketch of their environment or an environment they know.</li> <li>Can draw a simple map using their imagination or knowledge of a specific place</li> <li>Use basic directional language e.g. up, down, forwards, backwards, on top, under, around</li> </ul>
	<p><b>Linked Early Learning Goals</b></p> <p><i>The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>	<p><b>Understanding the World — People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>Understanding the World — The Natural World:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

**KEY STAGE ONE:**

**National Curriculum Statements:**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

**Locational knowledge**

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- 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

**Human and physical geography**

- 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
- 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

**Geographical skills and fieldwork**

- 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
- 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
- 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
- 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.

**Year 1/2 : CYCLE A**

	LOCATION KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK KNOWLEDGE
<p><b>Why is London burning?</b></p> <p>name, locate and identify characteristics of the four countries and capital cities of the UK and seas</p>	<ul style="list-style-type: none"> <li>• name and locate the United Kingdom and its countries, its capital cities and its surrounding seas.</li> <li>• identify some characteristics of these capital cities, e.g. landmarks.</li> </ul>			<ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map.</li> <li>• use locational and directional language e.g. near and far; left and right, to describe the location of features and routes.</li> </ul>

<p><b>How do you travel around the world on a sleigh?</b></p> <p>name and locate the world's seven continents and five oceans</p>	<ul style="list-style-type: none"> <li>• be aware of the image of the world on maps and globes and identify the UK within it.</li> <li>• name and locate the world's seven continents and five oceans.</li> <li>• name and locate the United Kingdom and its countries, its capital cities and its surrounding seas.</li> <li>• identify some characteristics of these countries, e.g. where they are located, well known features.</li> <li>• identify some characteristics of these capital cities, e.g. landmarks.</li> <li>• locate home /school location on a map.</li> </ul>		<ul style="list-style-type: none"> <li>• know the location of hot and cold areas of the world in relation to the equator and the north and south poles.</li> <li>• identify cold areas of the world e.g. the north and south poles.</li> </ul>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use simple compass directions (north, south, east and west) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map.</li> <li>• use simple globes to locate the world's seven continents and five oceans.</li> </ul>
<p><b>Can animals dance?</b></p>				
<p><b>Does chocolate grow on trees?</b></p> <p>Compare UK to non-European country</p> <p>Understand geographical similarities and differences</p>	<ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans.</li> <li>• identify some characteristics of these countries, e.g. where they are located, well known features.</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of the human and physical geography of a small area of the UK and a small area of a non-European country.(look at different regions)</li> </ul>	<ul style="list-style-type: none"> <li>• know the location of hot and cold areas of the world in relation to the equator and the north and south poles.</li> <li>• identify cold areas of the world e.g. the North and South poles.</li> <li>• identify hot areas of the world in relation to the equator.</li> <li>• recognise human and physical features of non-European countries</li> </ul>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• use simple compass directions (North, South, East And West) and locational and directional language for example, near and far; left and</li> </ul>

	<ul style="list-style-type: none"> <li>identify some characteristics of these capital</li> </ul>			<p>right, to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>
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**What makes me me!?**

<p><b>What was life like at the seaside?</b></p> <p>Identify daily weather patterns in the United Kingdom</p>	<ul style="list-style-type: none"> <li>name and locate the united kingdom and its countries, its capital cities and its surrounding seas.</li> <li>identify some characteristics of these countries, e.g. where they are located, well known features.</li> </ul>		<ul style="list-style-type: none"> <li>identify daily weather patterns in the United Kingdom.</li> </ul>	
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**Year 1/2 : CYCLE B**

**What was it like to live in a castle?**

<p><b>What's so great about Great Britain?</b></p> <p>Human and physical features</p> <p>use world maps, atlases and globes to identify countries</p>	<ul style="list-style-type: none"> <li>be aware of the image of the world on maps and globes and identify the UK within it.</li> <li>name and locate the United Kingdom and its countries, its capital cities and its surrounding seas.</li> <li>identify some characteristics of these countries, e.g. where they are located, well known features.</li> </ul>		<ul style="list-style-type: none"> <li>identify daily weather patterns in the United Kingdom.</li> <li>know the location of hot and cold areas of the world in relation to the equator and the north and south poles.</li> </ul>	<ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>use simple maps and atlases to identify the capital cities of the UK and its surrounding seas.</li> </ul>
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	<ul style="list-style-type: none"> <li>identify some characteristics of these capital cities, e.g. landmarks.</li> <li>locate home /school location on a map.</li> </ul>			
<p><b>Will we ever land on the moon again?</b></p> <p>use simple compass directions and locational and directional language</p>				<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map.</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>
<p><b>Will my bulb still grow if I plant it Upside Down?</b></p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</p>			<ul style="list-style-type: none"> <li>identify daily weather patterns in the United Kingdom.</li> <li>know the location of hot and cold areas of the world in relation to the Equator North and South Poles.</li> </ul>	
<p><b>What is life as a bug like?</b></p> <p>use simple compass directions and locational and directional language</p>				<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and right, to describe the location of features and routes on a map.</li> </ul>
<p><b>What is so special about Chawton?</b></p> <p>aerial photographs to recognise</p>	<ul style="list-style-type: none"> <li>locate home /school location on a map.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of the human and physical geography of a small area of the UK and a small</li> </ul>		<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</li> </ul>

<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		<p>area of a non- European country.(look at different regions)</p>		<p>physical features of its surrounding environment.</p> <ul style="list-style-type: none"> <li>• make simple field sketches.</li> <li>• use a camera.</li> <li>• use plan perspectives to recognise landmarks and basic features.</li> <li>• use plan perspectives to recognise landmarks and basic features.</li> <li>• use simple keys on maps.</li> <li>• devise a simple map with basic symbols used for a key, e.g. a plan of the local area.</li> </ul>
<p><b>Assessment notes to pass on to year 3/4 teacher:</b></p>				

**KEY STAGE TWO:**

**National Curriculum Statements:**

**Locational Knowledge:**

Pupils should be taught how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They should be able 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.

**Place Knowledge:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught 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 and human characteristics, countries, and major cities; 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. Pupils should be taught to 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).

**Human and Physical Geography:**

Pupils should be able 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. Pupils should be able to describe 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.

**Geographical Skills and Fieldwork Knowledge:**

Pupils should 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.

**Year 3/4 :CYCLE A**

	LOCATION KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK KNOWLEDGE
<p><b>How do you walk like an Egyptian?</b></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>			<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> <li>recognise and describe key rivers and around the world.</li> </ul>	

<p><b>How can we look after our world?</b></p> <p>Describe and understand key aspects of human and physical geography: understanding similarities and differences</p>	<ul style="list-style-type: none"> <li>• identify the position and significance of the Arctic and Antarctic Circles.</li> <li>• identify the position and significance of the Prime/Greenwich Meridian and time zones, link these with the time zone differences in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify significant places and environments.</li> <li>• understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European Country.</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	
<p><b>Where have we come from?</b></p>				
<p><b>Where are the seven wonders of the World?</b></p> <p>Describe and understand key aspects of human and physical geography understanding similarities and differences</p>	<ul style="list-style-type: none"> <li>• locate the Countries of Europe (including Russia) and their major cities.</li> <li>• look at the environmental regions, key physical and human characteristics of the countries and major cities of Europe.</li> <li>• name and locate the counties and cities within the UK.</li> <li>• identify geographical regions, human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the counties of the UK.</li> <li>• identify the position and significance of the Arctic and Antarctic Circles.</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify significant places and environments.</li> <li>• understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European Country.</li> <li>• compare and contrast areas within other European countries (Not UNITED KINGDOM).</li> </ul>	<ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>• communicate findings in ways appropriate to task/audience e.g. show questionnaire results in a simple chart/bar graph, persuasive writing, annotations of photographs and maps, show information on map overlays – old and new, explain diagrams or graphs through annotation, writing at length.</li> <li>• use ICT to research evidence.</li> <li>• use and interpret maps, globes, atlases and digital/computer mapping to describe physical and human features.</li> <li>• use a key to make deductions about landscape, industry, features etc.</li> <li>• draw a sketch of a simple feature from an observation or photo.</li> </ul>

	<ul style="list-style-type: none"> <li>identify the position and significance of the Prime/Greenwich Meridian and time zones, link these with the time zone differences in Europe.</li> </ul>			
<p><b>How does it go round and round?</b></p> <p>Water cycle</p>			<ul style="list-style-type: none"> <li>recognise and describe key rivers and around the world.</li> <li>understand the water cycle.</li> </ul>	
<p><b>What was life like in Chawton during the Regency period?</b></p> <p>Geographical Skills and Fieldwork Knowledge</p>			<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>draw a sketch of a simple feature from an observation or photo.</li> <li>use fieldwork instruments e.g. camera, rain gauge.</li> <li>record findings using a range of methods, for example sketches, maps, plan, graphs and digital technologies</li> <li>make detailed fieldwork sketches/diagrams which begin to show understanding of pattern, movement and change.</li> <li>use the content/index to locate position of location including page/co-ordinates</li> <li>use four figure grid references.</li> <li>recognise some point and line symbols on an OS map.</li> <li>use a key to interpret symbols.</li> <li>use the eight points of a compass.</li> <li>explore features on OS maps using six figure grid references.</li> </ul>

Year 3/4: CYCLE B				
	LOCATION KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK KNOWLEDGE
<p><b>Were the Vikings raiders or traders?</b></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p>			<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use</li> </ul>	
<b>Where does the bang come from?</b>				
<p><b>Who built the roads?</b></p> <p>Describe and understand key aspects of human and physical geography, including: types of settlement and land use.</p>			<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	
<p><b>Why is the Earth so angry?</b></p> <p>Identify the position of equator, hemispheres etc Compare a region in UK with region in Europe and Americas</p>	<ul style="list-style-type: none"> <li>locate the Countries of Europe (including Russia) and their major cities.</li> <li>look at the environmental regions, key physical and human characteristics of the countries and major cities of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>begin to identify significant places and environments.</li> <li>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European Country.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> <li>identify and learn about volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>communicate findings in ways appropriate to task/audience e.g. show questionnaire results in a simple chart/bar graph, persuasive writing, annotations of photographs and maps, show information on map overlays – old and new, explain diagrams or graphs through annotation, writing at length.</li> <li>use ICT to research evidence.</li> </ul>

<p>Understanding similarities and differences</p>	<ul style="list-style-type: none"> <li>name and locate the counties and cities within the UK.</li> <li>identify geographical regions, human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the counties of the UK.</li> <li>identify the position and significance of the Arctic and Antarctic Circles.</li> <li>identify the position and significance of the Prime/Greenwich Meridian and time zones, link these with the time zone differences in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast areas within other European countries (Not UNITED KINGDOM).</li> </ul>	<ul style="list-style-type: none"> <li>identify and learn about earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>use and interpret maps, globes, atlases and digital/computer mapping to describe physical and human features.</li> <li>use and investigate maps, including OS maps, with a range of scales.</li> </ul>
<p><b>Where does my food go?</b></p>				
<p><b>Why is our world changing?</b></p> <p>Describe and understand key aspects of human and physical geography, including: types of settlement and land use.</p> <p>geographical skills and fieldwork knowledge</p>			<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>communicate findings in ways appropriate to task/audience e.g. show questionnaire results in a simple chart/bar graph, persuasive writing, annotations of photographs and maps, show information on map overlays – old and new, explain diagrams or graphs through annotation, writing at length.</li> <li>use ICT to research evidence.</li> <li>use and interpret maps, globes, atlases and digital/computer mapping to describe physical and human features.</li> <li>use fieldwork instruments e.g. camera, rain gauge.</li> </ul>

				<ul style="list-style-type: none"><li>• record findings using a range of methods, for example sketches, maps, plan, graphs and digital technologies</li><li>• make detailed fieldwork sketches/diagrams which begin to show understanding of pattern, movement and change.</li></ul>
<b>Assessment notes to pass on to year 5/6 teacher:</b>				

**KEY STAGE 2:**

**National Curriculum Statements:**

**Locational Knowledge:**

Pupils should be taught how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They should be able 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.

**Place Knowledge:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught 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 and human characteristics, countries, and major cities; 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. Pupils should be taught to 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).

**Human and Physical Geography:**

Pupils should be able 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. Pupils should be able to describe 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.

**Geographical Skills and Fieldwork Knowledge:**

Pupils should 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.

**Year 5/6 : CYCLE A**

	LOCATION KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK KNOWLEDGE
<p><b>What have we learnt from the ancient civilisations?</b></p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK</p>	<ul style="list-style-type: none"> <li>locate the countries of South America concentrating on their environmental regions, key physical and human characteristics and major cities, e.g. Machu Picchu.</li> <li>identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>identify the position and significance of latitude,</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in South America.</li> <li>compare and contrast areas within South America.</li> </ul>	<ul style="list-style-type: none"> <li>locate the key human and physical characteristics of South America.</li> <li>understand about trade links between countries.</li> <li>recognise how people can improve an environment or destroy it.</li> <li>describe settlements and environmental impact.</li> </ul>	<ul style="list-style-type: none"> <li>use ICT to research evidence.</li> <li>use and interpret maps (including OS maps), globes, atlases and digital/computer mapping routinely in the classroom and during fieldwork.</li> </ul>

<p>and a region in South America.</p>	<p>longitude, the Tropics of Cancer and Capricorn. Look at how this links to the UK's position to other countries of the world.</p>			
<p><b>Are we at the centre of the universe?</b></p>				
<p><b>How close did the Civil War get to Chawton?</b></p> <p>Geographical Skills and Fieldwork Knowledge: Field work study of local area</p>	<ul style="list-style-type: none"> <li>• identify land-use patterns across the counties and cities of the UK.</li> <li>• understand how land use in the UK has changed over time.</li> </ul>			<ul style="list-style-type: none"> <li>• make a map of a short route experienced with features in correct order.</li> <li>• follow a short route on an ordnance survey map independently.</li> <li>• recognise and use ordnance survey map symbols and describe features shown on an ordnance survey map.</li> <li>• continue to explore features on OS maps using six figure grid references.</li> <li>• recognise and use ordnance survey map symbols and describe features shown on an ordnance survey map.</li> <li>• continue to explore features on OS maps using six figure grid references.</li> <li>• recognise and use ordnance survey map symbols.</li> <li>• use medium scale land range ordnance survey maps.</li> <li>• recognise most point, line and area symbols and locate them using six figure grid references.</li> <li>• make detailed fieldwork sketches/diagrams which consistently shows understanding of pattern, movement and change.</li> <li>• describe route, direction and location linking eight/sixteen compass points with degrees on the compass.</li> </ul>
<p><b>How can we not lose words?</b></p>				

<b>Does the punishment fit?</b>				
<b>Do you have the skills? Chawton Bake Off.</b>				
<b>Year 5/6 : CYCLE B</b>				
	<b>LOCATION KNOWLEDGE</b>	<b>PLACE KNOWLEDGE</b>	<b>HUMAN AND PHYSICAL GEOGRAPHY</b>	<b>GEOGRAPHICAL SKILLS AND FIELDWORK KNOWLEDGE</b>
<b>What would you like to invent?</b>				
<p><b>What was it like to be an evacuee?</b></p> <p>Study land patterns – how have they changed over time?</p>	<ul style="list-style-type: none"> <li>identify land-use patterns across the counties and cities of the UK.</li> <li>understand how land use in the UK has changed over time.</li> </ul>			<ul style="list-style-type: none"> <li>begin to use recordings for their investigation.</li> </ul>
<p><b>How can we become guardians of our planet?</b></p> <p>Biomes</p>	<ul style="list-style-type: none"> <li>locate the countries of North America concentrating on their environmental regions, key physical and human characteristics and major cities, e.g. Grand Canyon, Washington DC, etc.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in North America.</li> </ul>	<ul style="list-style-type: none"> <li>recognise how and why people may seek to manage environments sustainably.</li> <li>investigate how decisions about places and environments affect the future quality of people’s lives.</li> <li>understand about distribution of natural resources including energy.</li> <li>recognise how people can improve an environment or destroy it.</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>use ICT to research evidence.</li> <li>explain diagrams or graphs through annotation.</li> <li>use and interpret maps (including OS maps), globes, atlases and digital/computer mapping routinely in the classroom and during fieldwork.</li> <li>use and investigate maps with a range of scales.</li> </ul>
<p><b>What does the Rainforest do for us?</b></p> <p>Rivers and mountains</p>	<ul style="list-style-type: none"> <li>locate the countries of South America concentrating on their environmental regions, key physical and human</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in South America.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	

<p>latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, GMT, time zones</p>	<p>characteristics and major cities, e.g. Mach Picchu.</p>	<ul style="list-style-type: none"> <li>compare and contrast areas within South America.</li> </ul>	<p>including energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>locate the key human and physical characteristics of South America.</li> <li>recognise and describe biomes and vegetation belts around the world.</li> <li>describe settlements and environmental impact.</li> <li>recognise how and why people may seek to manage environments sustainably.</li> <li>investigate how decisions about places and environments affect the future quality of people's lives.</li> <li>learn about distribution of natural resources including energy.</li> </ul>	
<p><b>Who lives in a place like this?</b></p> <p>consider how places and environments affect the future quality of people's lives.</p>	<ul style="list-style-type: none"> <li>identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn. Look at how this links to the UK's position to other countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in North America.</li> </ul>	<ul style="list-style-type: none"> <li>investigate how decisions about places and environments affect the future quality of people's lives.</li> <li>describe settlements and environmental impact</li> <li>recognise how people can improve an environment or destroy it.</li> </ul>	<ul style="list-style-type: none"> <li>begin to use recordings for their investigation.</li> <li>communicate findings in ways appropriate to task/audience e.g. create pie charts or line graphs to represent data accurately, write at length describing the information.</li> <li>use ICT to research evidence.</li> </ul>
<p><b>What do I need to keep Healthy?</b></p>				
<p><b>Assessment notes to pass on for year 7 transition:</b></p>				

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