

## Geography Progression 2021-2022

### EYFS Development Matters

Early Learning Goal: Understanding the World – People and Communities	
Early Learning Goal	EYFS
<p><b>Understanding the World: People and Communities</b></p> <p>Children talk about past and <b>present events</b> 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 <b>similarities and differences</b> between themselves and others, and among families, <b>communities and traditions</b>.</p>	<p><b>Geography links:</b></p> <ul style="list-style-type: none"><li>• Present events in own lives and in lives of family members.</li><li>• Similarities and differences between communities and traditions/cultures.</li></ul>
<p><b>Vocabulary</b></p>	<p>Present, tradition, culture, differences, similarities, the same, religion, beliefs, food, clothing, language, countries/different places</p>
<p><b>Misconceptions/Good to know</b></p>	<p>Make clear that:</p> <ul style="list-style-type: none"><li>• Difference between tradition and culture:<ul style="list-style-type: none"><li>○ Tradition = a group's beliefs and behaviours that are passed down from one generation to another.</li><li>○ Culture = shared characteristics of the entire group, gathered/collected throughout its history.</li></ul></li><li>• Language is part of a culture.</li><li>• Different languages can be spoken within one country.</li></ul>

## Early Learning Goal: Understanding the World – The World

Early Learning Goal	EYFS
<p><b>Understanding the World: The World</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Knowing and identifying features of their familiar world (asking questions and making comments).</li> <li>• Comparing their immediate environment to a contrasting one (including identifying features of the wider world e.g. animals in hot/cold climates and under the sea).</li> <li>• Observe the natural environment and the changes over time (e.g. seasonal change).</li> <li>• Explore and compare own immediate environment to different environments.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Question, outside, autumn, winter, spring, summer, hot, cold, climate, world, weather (e.g. sun, rain, hail, snow, storm, thunder), names of animals/objects/places/living things in own environment (e.g. tree, plant, grass, fox, badger) and well-known names of these elsewhere in world (e.g. polar bear, penguin, lion, elephant, palm tree).</p>
<p><b>Misconceptions/Good to know</b></p>	<p>Make clear that:</p> <ul style="list-style-type: none"> <li>• We have exotic/arctic animals/plants here (zoo/safari park), but not in the wild.</li> </ul>

## Key Stage 1

### U.K. Geography and Around the World

#### Autumn Term – U.K. Geography

Objective	Year 1	Year 2
<p><b>Locational knowledge</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<ul style="list-style-type: none"> <li>• Recap EYFS knowledge</li> <li>• Locate locality (e.g. hometown/own street/school/street school)</li> <li>• Start to name and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate locality (e.g. hometown/own street/school/street school) and expand to e.g. main roads, railway lines, rivers, canals.</li> <li>• Name, locate and identify the four countries and capital cities of the United Kingdom, its surrounding seas and its characteristics.</li> </ul>
<p><b>Vocabulary</b></p>	<p>England – London            Wales – Cardiff            Scotland – Edinburgh            Northern Ireland – Belfast            Irish Sea            North Sea            English Channel            Hometown name            Street name (home and school)            High Street</p>	<p>England – London            Wales – Cardiff            Scotland – Edinburgh            Northern Ireland – Belfast            Irish Sea            North Sea            English Channel            Characteristics e.g. Queen, Union Flag, British Values, rose/thistle/daffodil/shamrock, names of features, types of food.</p>
<p><b>Continuous Provision</b></p>	<p>UK Countries, capital cities and surrounding seas.</p>	
<p><b>Misconceptions/Good to know</b></p>	<p>Difference with 'Great Britain' and U.K</p>	<p>Difference with 'Great Britain' and U.K            "Union Flag is the English flag"            Union Flag is only called Union Jack when on a boat.            Meaning of Union Flag (3 flags)</p>

Objective	Year 1	Year 2
<p><b><u>Geographical skills and fieldwork</u></b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• Starting to use simple world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Starting to use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Continue to use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key.</li> </ul>
<p><b><i>Vocabulary</i></b></p>	<p>Map, atlas, globe, United Kingdom, UK, Europe, north, south, east, west, near, far, left, right, schoolground, town, symbols, key (e.g. road, green/park, woods, houses/buildings, bridge, water), objects in observations, human and physical.</p>	<p>Map (incl. language to compare maps, differences, similarities), atlas, globe, UK, Europe, north, south, east, west, near, far, next to, left, right, schoolground, town, symbols, key (e.g. road, green/park, woods, houses/buildings, bridge, water), objects in observations, human and physical, aerial photographs, landmarks, birds' eye-view.</p>
<p><b><i>Continuous Provision</i></b></p>	<p>Identifying UK on maps, atlases and globes.          Use of compass directions.          Use of a key (broaden it in Year 2).          Fieldwork and observational skills to study the school and its grounds.</p>	

<b>Misconceptions/Good to know</b>	Understanding that compass directions don't change, even if you turn a map around (link to sunrise and sunset).	
<b>Objective</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b><u>Human and physical geography</u></b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p>	<ul style="list-style-type: none"> <li>• Begin to identify seasonal and daily weather patterns in the United Kingdom (e.g. begin to understand how the weather can change with each season.)</li> <li>• Start to use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue and broaden identifying seasonal and daily weather patterns in the United Kingdom (e.g. weekly forecast, actual precipitation).</li> <li>• Continue to use and broaden the geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>
<b>Vocabulary</b>	United Kingdom, Seasons (spring, summer, autumn, winter), weather patterns (e.g. hot, dry, wet, sunny, rainy, cold), geographical vocabulary as mentioned above.	United Kingdom, seasons (spring, summer, autumn, winter), weather patterns (e.g. hot, dry, wet, sunny, rainy, cold), precipitation/weather (e.g. rain, snow, sleet, hail, storm, wind, thunder and lightning, sunshine), geographical vocabulary as mentioned above.
<b>Continuous Provision</b>	Identifying seasonal changes and weather patterns in the UK. Use of geographical vocabulary (building this up throughout the key stage).	
<b>Misconceptions/Good to know</b>	There can be rainfall in the summer and winter. Weather patterns occur when the weather stays the same for days or weeks at a time. The patterns of weather are tied to the four seasons. Therefore, a weather pattern is different to the precipitation/weather on its own (e.g. rain, snow, hail, sleet, sunshine, storm, wind, thunder and lightning, etc.).	

## Summer Term – Around the World

Objective	Year 1	Year 2
<p><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p>	<ul style="list-style-type: none"> <li>Throughout the year: Start to name and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Start to locate the world's seven continents and five oceans (e.g. shape, meaning continent, difference between ocean/continent on map, borders, etc.) and introduce the names.</li> </ul>	<p>Recap:</p> <ul style="list-style-type: none"> <li>Name, locate and identify the four countries and capital cities of the United Kingdom, its surrounding seas and its characteristics.</li> <li>Consolidate naming and locating the world's seven continents and five oceans.</li> </ul>
<p><b>Vocabulary</b></p>	<p>United Kingdom, UK, England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast, Irish Sea, North Sea, English Channel</p> <p>Continent, group of countries/large area, boarder, ocean (<u>Introducing</u>: Europe, Africa, North America, South America, Antarctica, Australia, Asia, Atlantic, Arctic, Pacific, Southern, Indian)</p>	<p>United Kingdom, UK, England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast, Irish Sea, North Sea, English Channel</p> <p>Characteristics (e.g. queen, Union Jack, British Values, rose/thistle/daffodil/shamrock, names of features, types of food).</p> <p>Continent, group of countries/large area, boarder, Europe, Africa, North America, South America, Antarctica, Australasia, Asia, ocean, Atlantic, Arctic, Pacific, Southern, Indian.</p>
<p><b>Continuous Provision</b></p>	<p>UK (Countries, Capitals, Seas). Seven continents and five oceans.</p>	
<p><b>Misconceptions/Good to know</b></p>	<p>New Zealand is not part of the continent of Australia, but of the separate, submerged continent of Zealandia. New Zealand and Australia are both part of the Oceanian sub-region known as <u>Australasia</u>. <u>Oceania</u> is officially a region (including all the islands near Australia) with Australia as continent within the region.</p>	

Objective	Year 1	Year 2
<p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<ul style="list-style-type: none"> <li>Starting to 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 (well-known, basic differences).</li> <li>Use knowledge of local area to compare to unknown place, e.g. Antarctica (cold); simple provision.</li> </ul>	<ul style="list-style-type: none"> <li>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 (deepening; basic + more differences).</li> <li>Use knowledge of local area to compare to unknown place, e.g. Australia (opposite to UK/European seasons); detailed.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Human and physical features (and names of), weather, weather pattern, names of seasons, differences, similarities, the same, United Kingdom, Europe, continent of chosen country.</p>	<p>Human and physical features (and names of), weather, weather pattern, names of seasons, differences, similarities, the same, United Kingdom, Europe, continent of chosen country.</p>
<p><b>Continuous Provision</b></p>	<p>Comparing local environment/England to a contrasting country outside Europe.</p>	
<p><b>Misconceptions/Good to know</b></p>	<p>Idea: small area of UK could be England, so that the knowledge of their country is shared again (repetition).</p> <p>Y2: Australia is not a hot country (look into opposites of seasons, size of Australia, etc.)</p>	
Objective	Year 1	Year 2
<p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West).</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>	<ul style="list-style-type: none"> <li>Recap: starting to use simple world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Starting to use world maps, atlases and globes to identify continents and oceans studied at this key stage.</li> <li>Use of compass directions on a map, link North and South to poles.</li> </ul>	<ul style="list-style-type: none"> <li>Recap: Continue to use world maps, atlases and globes to identify the United Kingdom.</li> <li>Use world maps, atlases and globes to identify continents and oceans studied at this key stage.</li> <li>Use of compass directions on a map, link North and South to poles and going West or East from a place on the map (left or right).</li> </ul>

<p>physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key (link to the world/continents, e.g. identifying continents and oceans, no need to name at this stage).</li> <li>• Introducing human and physical features of a non-European country.</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 (e.g. link to naming, identifying and locating the continents and oceans).</li> <li>• Identify human and physical features of a non-European country.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Map, atlas, globe, United Kingdom, UK, Europe, north, south, east, west, objects in observations, human and physical.</p>	<p>Map (incl. language to compare maps, differences, similarities), atlas, globe, UK, Europe, north, south, east, west, objects in observations, human and physical, aerial photographs, landmarks, birds' eye-view,</p>
<p><b>Continuous Provision</b></p>	<p>Identifying UK on maps, atlases and globes.          Use of compass directions.          Use of a key (broaden it in Year 2).          Fieldwork and observational skills to study the school and its grounds.</p>	
<p><b>Misconceptions/Good to know</b></p>	<p>Clear understanding of difference continents, country, city as at this stage children struggle to answer questions like:</p> <ul style="list-style-type: none"> <li>• In what country do you live? Worcester.</li> <li>• What is the capital city? England.</li> <li>• On what continent do we live? England.</li> </ul> <p>+ UK is not a country, it consists of countries.</p>	
<p><b>Objective</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<ul style="list-style-type: none"> <li>• Identifying the location of hot and cold areas of the world in relation to the North and South Poles. (Introduce Equator as a line around the world.)</li> <li>• Starting to use basic geographical vocabulary to refer to:</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and name <u>the Equator</u> and the relation to hot and cold areas in the world (and link to Year 1's North and South Poles).</li> <li>• Continue and broaden geographical vocabulary to refer to:</li> </ul>



<p>Use basic geographical vocabulary to refer to key physical features and key human features.</p>	<ul style="list-style-type: none"> <li>○ <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather</li> <li>○ <u>key human features</u>, including: city, town, village, factory, farm, house, office, port and shop</li> </ul> <p>(Link to the world/chosen Non-European country, rather than UK.)</p>	<ul style="list-style-type: none"> <li>○ <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ <u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>(Link to the world/chosen Non-European country, rather than UK.)</p>
<p><b>Vocabulary</b></p>	<p>Hot, cold, area, Equator, line, world, globe, North Pole, South Pole, Antarctica/continent (on South Pole), physical features, human features, basic vocabulary for features.</p> <p>Continent, group of countries/large area, boarder, ocean (<u>Introducing:</u> Europe, Africa, North America, South America, Antarctica, Australia, Asia, Atlantic, Arctic, Pacific, Southern, Indian)</p>	<p>Hot, cold, area, Equator, line, world, globe, North Pole, South Pole, Antarctica/continent (on South Pole), physical features, human features, broaden Year 1's vocabulary for features.</p> <p>Continent, group of countries/large area, boarder, Europe, Africa, North America, South America, Antarctica, Australasia, Asia, ocean, Atlantic, Arctic, Pacific, Southern, Indian.</p>
<p><b>Continuous Provision</b></p>	<p>Locating and naming Equator, North Pole, South Pole. Meaning of Human features and Physical features.</p>	
<p><b>Misconceptions/Good to know</b></p>	<p>Australia is not just a hot country (look into opposite of seasons compared to UK, country size, location equator, etc.).</p>	

## Key Stage 2

### U.K. Geography and Around the World

#### Autumn Term – U.K. Geography

Objective	Year 3 – Settlements	Year 4 – Raging Rivers	Year 5 – Natural Disasters	Year 6 – Changing World
<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of</p>	<p><b>Locate counties of the U.K.</b></p> <ul style="list-style-type: none"> <li>Reactivate year 2 knowledge of UK.</li> <li>Locate UK and relate to Equator and hemispheres.</li> <li>Name and locate the hometown, own county and bordering counties and cities.</li> </ul> <p><b>Name and locate major cities</b></p> <ul style="list-style-type: none"> <li>Name and locate the major cities of the U.K.</li> </ul> <p><b>Human and Physical Characteristics</b> (see Human &amp; Physical Geography below)</p> <ul style="list-style-type: none"> <li>Compare hometown with UK coastal settlement (e.g. Brighton, Blackpool, Newquay, Skegness).</li> <li>Look at key features and what the city is famous for (industries,</li> </ul>	<p><b>Locate cities of the U.K.</b></p> <ul style="list-style-type: none"> <li>Cities near major rivers in U.K., e.g. Worcester, London, Liverpool, Bristol. AND rivers in other UK countries (e.g. River Tay – Scotland).</li> </ul> <p><b>Key topographical feature - rivers.</b></p> <ul style="list-style-type: none"> <li>Features of the River (source, meander, tributaries, estuary, delta, floodplain, lake, waterfall, mouth, bank, bay). Local river as example, e.g. Severn.)</li> <li>Use a sand pit/water/ small world to make a river in the classroom/ on schoolgrounds. Use it to help illustrate how rivers make a path and identify its features. Pose questions to explore how human activity can</li> </ul>	<p><b>Locate hometown/county.</b></p> <ul style="list-style-type: none"> <li>Reactivate locational knowledge.</li> </ul> <p><b>Key topographical feature – mountains.</b></p> <ul style="list-style-type: none"> <li>Locate mountain ranges in the U.K. Locate four peaks (Ben Nevis, Snowdon, Scafell Pike, Slieve Donard).</li> <li>Re-call continents of the world. Locate volcanoes (Edinburgh) in the UK (compare mountain &amp; volcano).</li> </ul> <p><b>Identify latitude/longitude.</b></p> <ul style="list-style-type: none"> <li>Learn about latitude and longitude lines. Locate the U.K. and explain significance with weather. What is the weather in the UK like?</li> </ul>	<p><b>Key topographical features and land-use patterns U.K.</b></p> <ul style="list-style-type: none"> <li>Has the UK always looked like this? Looking at topographical features (hills, rivers, mountains, coasts, etc &gt; have they changed? How have humans adapted these features in their lives? e.g. local hill &gt; houses around them, rivers &gt; trade).</li> <li>Land-use patterns in U.K.</li> </ul> <p><b>Identify time zones.</b> <u>Research on time</u> – e.g.:</p> <ul style="list-style-type: none"> <li>What are time zones? What is the Greenwich time and how is it different to the rest of Europe? Prime Meridian through U.K.?</li> <li>Why do we have them? *Link to science – e.g. position Sun/ Earth.</li> <li>Why do we have summer/wintertime?</li> </ul>

<p>latitude, longitude, Northern Hemisphere (U.K.) and the Prime/Greenwich Meridian + time zones (including day and night).</p>	<p>trade, tourism) and how it has changed over time.</p> <ul style="list-style-type: none"> <li>Focus on coastal location and identify coastal features.</li> </ul>	<p>affect a river system: What would happen if...? – questions to link to dams/buildings etc.</p> <p><b>Change over time.</b></p> <ul style="list-style-type: none"> <li>How has the River Severn changed over time?</li> <li>Look into flooding.</li> </ul>		<ul style="list-style-type: none"> <li>What if we didn't have them?</li> <li>Is there a day difference between Australia and America? (furthest west = subtract hours, furthest east = add hours).</li> <li>Do these time zones link to the lines of longitude?</li> </ul>
<p><b>Vocabulary</b></p>	<p>Cities, counties, countries, hometown, home county, Worcester/Kidderminster;</p> <p><u>Counties:</u> Worcestershire, Warwickshire, Shropshire, Herefordshire, Gloucestershire;</p> <p><u>Cities:</u> London, Cardiff, Belfast, Edinburgh Manchester, Bristol, Birmingham, Newcastle, Leeds, Liverpool, Glasgow, Brighton;</p> <p>Equator, northern and southern hemisphere;</p> <p>Human and physical features, rivers, mountains, hills, coasts, beach, valleys, trade.</p>	<p>City, Cities, counties, country, countries, topography, elevation, landforms (Landforms studied in topography can include anything that physically impacts the area. E.g. valleys, mountains, hills, lakes, roads, etc.);</p> <p><u>Rivers:</u> mouth, source, banks and meanders, tributaries, estuary, delta, floodplain, waterfall, lake, bank, bay.</p>	<p>City, county, country, England, Scotland, Wales, Northern Ireland, metres, sea-level, lake district, southern fells, Grampian mountains, Snowdon Massif, Snowdonia, Mourne Mountains, Arthur's seat;</p> <p>Continent Europe, mountain, range, volcano, extinct, active, height, metres;</p> <p>Longitude, West/East, Latitude, North/South, coordinate, Prime/Greenwich Meridian;</p> <p>Weather, seasons.</p>	<p>UK countries, cities, counties. Recap previous years KS2. Topographical features (and names of), trade, time zones, Greenwich Mean time, Prime Meridian, summer/wintertime, longitude.</p>
<p><b>Continuous Provision</b></p>	<ul style="list-style-type: none"> <li>Location of UK on world map, atlases and globes.</li> <li>Different countries of the UK and their capital cities</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>Location of mountains and hometown, UK maps, World maps, atlases, globes, location of Equator,</li> </ul>	<ul style="list-style-type: none"> <li>Continents, Countries, Cities, names of features, etc. discussed in previous years.</li> <li>Longitude and Latitude lines.</li> </ul>

			Northern and Southern Hemisphere.	
<b>Misconceptions/ Good to know</b>	<ul style="list-style-type: none"> <li>The U.K. consists of different countries.</li> <li>Maps show a 2D version of the 3D world.</li> <li>Cities are different and have developed in different ways/ purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Difference between canals and rivers: rivers are physical features and canals are human features (mostly!).</li> <li>Rivers start at a source and flow downhill towards the sea. (Rather than rivers flow inland from the sea.)</li> <li>Rivers change the shape of the land. (Especially over time.)</li> </ul>	<ul style="list-style-type: none"> <li>Location of UK's highest peaks.</li> <li>Mount Everest is not in the U.K.</li> <li>Confusion between longitude and latitude.</li> <li>Volcanoes are formed differently to other mountains.</li> </ul>	Theoretically, every 15° east or west of Greenwich means one hour more or less. In practice, however, time zones do not go through the middle of countries. (e.g. larger countries that span thousands of km, e.g. Russia or the US, have several time zones. On the other hand, the Chinese Communists changed the country to one time zone when they took over after World War II.)
<b>Objective</b>	<b>Year 3 – Settlements</b>	<b>Year 4 – Raging Rivers</b>	<b>Year 5 – Natural Disasters</b>	<b>Year 6 – Changing World</b>
<b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance	<b>Geographical Skills</b> <u>Maps</u> <ul style="list-style-type: none"> <li>Use maps to identify local town (locate where their school is, where they live, local features e.g. Malvern Hill, River Severn).</li> <li>Identify key cities in the U.K. using different maps of the U.K.</li> </ul> <u>Symbols and key</u> Use OS maps of local area - identify human and physical features using symbols and key.  <u>Grid Reference</u>	<b>Geographical Skills</b> <u>Maps</u> Recap locating countries of U.K. on a map, atlases and globes.  <u>Symbols and key</u> Know the symbols of human and physical features on basic- and OS maps.  <u>Grid Reference</u> Begin to use 2, 4 and 6 figure grid references.  <u>Compass</u> <ul style="list-style-type: none"> <li>Begin to use up to eight points on a compass.</li> <li>Use symbols, grid references and compass</li> </ul>	<b>Geographical Skills</b> <u>Maps</u> Recap locating countries of UK on different maps, atlases, globes and digital/computer mapping.  <u>Symbols and key</u> Know the symbols of human and physical features on a range of maps.  <u>Grid Reference</u> 2, 4 and 6 figure grid references.  <u>Compass</u> <ul style="list-style-type: none"> <li>Up to eight points on a compass.</li> </ul>	<b>Use of resources in research/studies</b> Use maps, atlases, globes, digital mapping, grids, OS maps, etc. to do research on 'Locational knowledge'.  <b>Mapwork</b> Look at satellite images/maps from the past. Compare changes over time.  <b>Fieldwork</b> Visit local river/hills (topographical feature) to see effect of humans on/around these features.

<p>Survey maps) to build knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Start to use grid references to identify features of local town/counties on a map.</p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use simple map to plan a route (e.g. to Malvern Hills or Bewdley) for future trip.</li> <li>• Trip to local topographical feature (e.g. Malvern Hills- link to Iron Age forts) and identify other features of hometown.</li> <li>• Sketch maps/features or take digital photographs of features (*link to Art skills.)</li> <li>• Begin to understand the difference between primary and secondary resources (*link to History.)</li> </ul>	<p>points to plan a journey to a river.</p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Trip to local river (Severn/The Stour) to identify features of the river and the surrounding area.</li> <li>• Sketch and label what they can see/sections of the river.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use symbols, grid references and compass points to plan a journey.</li> </ul> <p><b>Fieldwork</b></p> <p>Keep a class weather chart throughout the school year making careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way (including use of ICT). Link to natural disasters in UK, e.g. flooding, whirlwind/tornados, hurricanes.</p>	
<p><b>Vocabulary</b></p>	<p>Globe, atlas, map, symbols, key, scale, grid reference, north, south, east, west, compass.</p>	<p>Globe, atlas, map, Ordnance survey maps, scale, key/legend, general features, abbreviations, boundaries, vegetation, tourist and leisure;</p> <p>Grid reference, Co-ordinates, easting, northing;</p> <p>Compass, turn, north, south, east, west, north east, south east, south west, north west.</p>	<p>Globe, atlas, map, thematic maps, Ordnance survey maps, digital maps, symbols, key, contour lines;</p> <p>Grid reference, Co-ordinates, easting, northing;</p> <p>Compass, turn, north, south, east, west, north east, south east, south west, north west. Bearings for example, NE = 45°;</p>	<p>Names of resources (e.g. OS map), topographical features, satellite images, grids, compare, effect, input, difference, similarities, perception, bias.</p>

			Continuous and discrete data, trends, °C, metres, centimetres, millimetres, tables.	
<b>Continuous Provision</b>	<ul style="list-style-type: none"> <li>Use range of maps to locate and identify countries in the U.K.</li> <li>Identify continents and oceans.</li> <li>Use compass directions and directional language to locate places on maps.</li> <li>Use maps to explore school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Using grid references, compass points and maps to build their knowledge of the U.K. (e.g. check knowledge by questioning – name a city in the North of England).</li> <li>Using OS Maps (e.g. check knowledge by questioning - which features can you spot here?).</li> </ul>	<ul style="list-style-type: none"> <li>Use of atlases, maps and grid references to locate a given place.</li> <li>Use of compass and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>Skills from previous years on <u>how</u> to compare places and <u>what</u> resources to use.</li> </ul>
<b>Misconceptions/ Good to know</b>	<ul style="list-style-type: none"> <li>Maps are scaled down and are not to size.</li> <li>Maps have different purposes and show different things.</li> <li>Symbols on maps mean different things (the need to use the key).</li> <li>Places change over time so things on maps might not be the same as a now.</li> <li>Different types of compass (*link to Maths).</li> </ul>	<ul style="list-style-type: none"> <li>North is not just up (A compass points north because all magnets have two poles (North and South) and the North pole of one magnet is attracted to the South pole of another magnet.)</li> <li>Maps have different purposes and show different things.</li> <li>Symbols on maps mean different things (the need to use the key).</li> </ul>	<ul style="list-style-type: none"> <li>Confusion with grid references and points on a compass (numbers and letters).</li> <li>Maps have different purposes and show different things.</li> <li>Symbols on maps mean different things (the need to use the key).</li> <li>Weather changes over time (not easily predictable).</li> </ul>	<ul style="list-style-type: none"> <li>America is not always located on the left side (and Asia on right side) on a map. Look at different maps with different continents in the centre. (e.g. 'Australia's World Map' can be upside down or 'Australia centric world map').</li> </ul>
<b>Objective</b>	<b>Year 3 – Settlements</b>	<b>Year 4 – Raging Rivers</b>	<b>Year 5 – Natural Disasters</b>	<b>Year 6 – Changing World</b>

<p><b>Human and physical geography</b> Describe and understand key aspects of:</p> <p><u>Physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and the water cycle;</p> <p><u>Human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify human and physical features in and around hometown (using field work photos, other photos, Google Earth and range of maps).</li> <li>Case study of why people started to live in Worcester/Bewdley. Look at the importance of the River Severn and local features.</li> <li>Explore trade on the River Severn and impact on the local area. Look at advantages and disadvantages of human and physical features.</li> <li>Compare to a coastal location in U.K. (e.g. Weston, Brighton, Cornwall) and focus on the reason of settlement (including human and physical features).</li> </ul> <p><u>Coasts</u></p> <ul style="list-style-type: none"> <li>Explain what a coast is.</li> <li>Identify and describe coastal features.</li> </ul> <p><i>*History link - Why do people live where they do? Where would be best place to build a settlement? Focus on</i></p>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Link to locational: rivers - name the features of rivers.</li> </ul> <p><u>Water cycle:</u></p> <ul style="list-style-type: none"> <li>Describe the different processes/stages in the water cycle. (evaporation, condensation, precipitation, collection).</li> <li>Continuous cycle: it has been happening since the start of time and will continue. Closed cycle: there is no more or less water now than at the start.</li> <li>Discuss importance of Water Cycle.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Trade on the River Severn and on canals in the UK.</li> </ul>	<p><b>Physical Geography</b></p> <p><u>Climate Zone (U.K.):</u></p> <ul style="list-style-type: none"> <li>Link to Fieldwork: Children undertake small scale, localised weather studies and compare results.</li> <li>Weather reports e.g. Wales – Llanrug residential trip.</li> <li>Flooding (case study Worcester and Bewdley, reason of people living by River Severn - reactivating year 3 settlement work and year 4 flooding/rivers work). Why do people still live by the river? (advantages/disadvantages, incl. impact of flooding.)</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Begin to compare population demographics. Populations near places with natural disasters (volcanoes, rivers, mountains) and how it's adapted (all within UK, next term Americas).</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Meaning and different types of biomes and vegetation belts.</li> <li>Use of different vegetation/biome maps.</li> <li>Which biomes and vegetation belts do we have in the UK (temperate deciduous forest - forest).</li> <li>Why do we have this biome and vegetation belt? Research on climate and effect on plant grow (*link to science).</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>How are humans adapted to UK biome/climate?</li> <li>Distribution of natural resources in UK and from UK to the world.</li> </ul>
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	physical features and natural resources.			
<b>Vocabulary</b>	Human features, physical features, coasts, mountains, rivers, trade, settlements, settle, coasts;  Coastal management, sea defences, tide/tidal, cave, arch, stack, beach.	Water cycle, evaporation, condensation, precipitation, collection, vapour, hydrologic cycle, continuous cycle;  Trade links, tourism, tourist attractions, economic activity.	Types of mountain: fold, dome, and fault block, mountain, ranges, location, summit, metres, sea level;  Tectonic, plates (around Europe), Eurasian plate, Arabian plate, African plate, boundaries, vent, crater, dormant, extinct, geothermal, earthquake, fault line, epicentre, Richter scale, aftershock, tsunami;  Weather, symbols, demographic, infrastructure, sustainability, fertile, land use.	Biomes, vegetation belts, temperate deciduous forest, climate (and other vocabulary linked to this), distribution, natural resources, trade.
<b>Continuous Provision</b>	<ul style="list-style-type: none"> <li>• Weather.</li> <li>• Human and physical features that impact a settlement.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather.</li> <li>• Location/features of rivers.</li> </ul>	Weather, world maps, climatic zones, seasons.	Recap human and physical features from previous years.
<b>Misconceptions/ Good to know</b>	<ul style="list-style-type: none"> <li>• Some thought to be physical features were man-made in the past (e.g. discussion on canals).</li> <li>• Not all things are made by humans.</li> <li>• Some features have existed for a long time (e.g. mountains) but they do change (e.g. erosion).</li> </ul>	The water cycle is a continuous cycle (although the total amount of water within the cycle remains essentially constant, its distribution among the various processes is continually changing).	<ul style="list-style-type: none"> <li>• Earth's crust consists of minerals and solid rock.</li> <li>• The Earth has four main layers but the mantle contains of 3 levels itself and the crust of 2. This is why we often speak of 7 layers.</li> <li>• There are 7 major tectonic plates but there are minor and micro plates as well. Plates are not visible on 'normal' maps (not</li> </ul>	Difference biomes and vegetation belts: Biomes are 'biological climatic zones' and they are areas that share similar climate and vegetation/animal species. Vegetation belts are regions of the world that are home to certain plant species determined by the climate.  Visit the Geography Association for misconception and lesson ideas. <a href="https://www.geography.org.uk/clipmate-biomes-soils-at-key-stage-3">https://www.geography.org.uk/clipmate-biomes-soils-at-key-stage-3</a>



			<p>exactly the same as continents).</p> <ul style="list-style-type: none"> <li>• Volcanoes: There are three basic cone shapes and six eruption types. The three cone shapes are cinder cones, shield cones, and composite cones or stratovolcanoes.</li> <li>• Not all volcanoes are active (they can be dormant or extinct).</li> <li>• Volcanoes do not only occur on land. They can be found on the ocean floor and under ice caps.</li> </ul>	
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**Summer Term - Around the World**

Objective	Year 3 – Settlements	Year 4 – Raging Rivers	Year 5 – Natural Disasters	Year 6 – Changing World
<p><b>Locational knowledge</b> 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</p>	<p><b>Locate the world's countries</b></p> <ul style="list-style-type: none"> <li>• Locate popular holiday destinations in Europe (e.g. Spain, Greece).</li> <li>• Locating countries of families.</li> </ul> <p><u>Coasts</u> Define what a coast is - Identify and describe coastal features.</p>	<p><b>Locate the world's countries.</b> <u>Starter:</u></p> <ul style="list-style-type: none"> <li>• Identify rivers around the world. (Longest river – Nile, 2<sup>nd</sup> longest – Amazon, longest river in Asia –Yangtze, longest river in south America - Parana, Longest river in America - Mississippi).</li> <li>• Compare features surrounding the rivers around the world.</li> </ul>	<p><b>Locate the world's countries.</b> <u>Starter:</u></p> <ul style="list-style-type: none"> <li>• Locate mountain ranges and volcanoes (Etna, St Helens and others in world) by using a world map.</li> <li>• Locate hot spots (e.g. ring of fire around the Pacific) for earthquakes on a world map.</li> <li>• Explain latitude and longitude lines and the climatic changes along the latitude lines. Locate</li> </ul>	<p><b>Locate the world's countries</b></p> <ul style="list-style-type: none"> <li>• Recapping Europe + N/S- America from previous years (location, characteristics, countries and cities but mainly focussing on <u>environment</u>).</li> </ul> <p><u>Research/Study</u></p> <ul style="list-style-type: none"> <li>• Looking at the topographical features (rivers, mountains, waters e.g. seas/oceans near land) and comparing these</li> </ul>

<p>physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p><u>Holiday study:</u> Coastal holiday destination within UK and compare to a coastal holiday destination in Europe (e.g. Cornwall – Algarve).</p> <p><u>Settlement:</u> Push and pull factors - Why do people come here? Why do people live here? Weather, tourist, trade, land use, historical (changes over time, e.g. erosion).</p> <p><i>*Link to English</i> Persuasive - Holiday brochures. Prediction– predict what the place might look like in the future.</p>	<ul style="list-style-type: none"> <li>• Compare uses of rivers around the world.</li> <li>• Use the equator, northern and southern hemisphere to describe where places are.</li> </ul> <p><u>From here link to Europe:</u></p> <p><b>Main Focus:</b> <u>Europe</u></p> <ul style="list-style-type: none"> <li>• Name and locate rivers in Europe (incl. Danube in Budapest – Hungary).</li> <li>• Name and locate the countries where these rivers are.</li> <li>• Name and locate major cities within these countries.</li> <li>• Characteristics of countries - rivers and how human live around them.</li> </ul>	<p>the Tropics and the Arctic and Antarctic circles.</p> <ul style="list-style-type: none"> <li>• Introduce term biome and how weather is different in different places around the world.</li> </ul> <p><u>From here link to North and South America:</u></p> <p><b>Main Focus:</b> <u>North and South America</u></p> <ul style="list-style-type: none"> <li>• Name and locate volcanoes, earthquakes, etc. in North and South America (incl. Mount St Helens – stratovolcano in USA Washington, Cotopaxi, Ecuador).</li> <li>• Name and locate the countries where these natural disasters are.</li> <li>• Name and locate major cities within these countries.</li> <li>• Characteristics of countries – natural disasters and how human live around them.</li> </ul>	<p>to 10, 100, 1000 years ago. Has it changed overtime? Analysing what has changed and what has had an impact on this change.</p> <ul style="list-style-type: none"> <li>• Linking changes to: global warming, deforestation, desertification, acid rains, pollution (air/plastic), etc. (include knowledge of latitude, longitude, tropics, poles, circles). Pupils to research what has impacted this. Who is responsible? (Humans, what choices do we make for deforestation to happen? / ... for pollution to happen? How does that affect the environment? (*link to science.)</li> </ul> <p><u>Examples:</u> Deforestation &gt; Amazon, Nigeria, SE Asia (Indonesia/ Philippines).</p> <p>Air Pollution &gt; India, China, North Korea (effect on health?).</p> <p>Plastic Pollution &gt; oceans, plastic soup. Most plastic waste in Asian countries.</p> <p>Global Warming/Climate Change &gt; Ice Cap melting (Greenland, North Pole).</p> <p><b>Place knowledge</b> (similarities/differences UK):</p>
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				Do we see these changes in the UK? Why/Why not? How can we help from a distance? (e.g. products.)
<b>Vocabulary</b>	<p>Coasts: arch, beach, pier, harbour, cliffs, lighthouse, erosion, tourism, seafront;</p> <p>Weather, trade, tourists;</p> <p>Countries in Europe (e.g. Spain, France, Portugal, Poland, Italy, Germany).</p>	<p>Equator, northern and southern hemisphere, continents;</p> <p>Recap features of a river vocabulary: mouth, source, banks and meanders, tributaries, estuary, delta, floodplain, waterfall, lake, bank, bay.</p>	<p>North America, South America, Volcanoes, mountain ranges, earthquakes, ring of fire, natural disasters. Mount St Helens, Cascade Range, Cotopaxi, Ecuador, Andes;</p> <p>latitude and longitude lines, climate, tropics, the Arctic and Antarctic circle, biome, weather;</p> <p>May want highest peaks on each continent – Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mount Elbrus, Puncak Jaya.</p>	<p>Names of locations, topographical features, comparing vocabulary, analyse, change, climate change, ice cap melting, global warming, sea level, air pollution, plastic pollution, deforestation, desertification, environment, acid rains, impact, responsible, trade, human choice, product choice, latitude, longitude, tropics of Cancer and Capricorn, North/South poles, Arctic and Antarctic circle.</p>
<b>Continuous Provision</b>	<ul style="list-style-type: none"> <li>Describe where the U.K. and Europe are by using the equator, Northern and southern Hemisphere.</li> <li>Locate/name countries in Europe – recall/quiz to name different countries/show pictures and discuss briefly.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Recall/quiz facts which should be reactivated each session. E.g.</li> </ul>	<ul style="list-style-type: none"> <li>Locational knowledge of previous years: Recap continents, oceans, countries and cities.</li> <li>Latitude and longitude lines and the climatic changes along the latitude lines.</li> <li>Locating the Tropics and the Arctic and Antarctic circles.</li> </ul>	<ul style="list-style-type: none"> <li>Locational previous years: Recap continents, oceans, countries and cities.</li> <li>Lines on globe (latitude, longitude, tropics, poles, circles).</li> </ul>

		countries in Europe and their capital cities and landmarks.		
<b>Misconceptions/ Good to know</b>	<ul style="list-style-type: none"> <li>The coast has lots of different features (not just beaches).</li> <li>People go to and live in places for different purposes.</li> <li>Places change over time.</li> </ul>	<i>Address as they arise based on children's knowledge.</i>	<ul style="list-style-type: none"> <li>Some places have more natural disasters than others.</li> <li>Confusing longitude and latitude.</li> </ul>	<i>Address as they arise based on children's knowledge.</i>
<b>Place knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	<p><i>Link to locational knowledge and human and physical geography for holiday study.</i></p> <p><b>Case study</b>  Holiday Study - Coastal holiday destination within UK and compare to a coastal holiday destination in Europe (e.g. Cornwall – Algarve).</p> <p>Weather, tourist, trade, land use, historical (changes over time, e.g. erosion).  Push and pull factors.</p> <p><i>*Link to English</i>  Persuasive - Holiday brochures to describe the locations and its features.  Prediction– predict what the place might look like in the future.</p>	<p><b>Short discussion/study</b>  Link to:</p> <ul style="list-style-type: none"> <li>Previous term: rivers in UK.</li> <li>This term: <ul style="list-style-type: none"> <li><u>locational knowledge</u> main rivers in the world and in Europe.</li> <li><u>human and physical</u> economic activity</li> </ul> </li> </ul> <p><b>Main case study</b>  Compare:</p> <ul style="list-style-type: none"> <li>UK: River Severn.</li> <li>Europe: one main river in Europe: e.g. River Danube (Eastern-Europe, link to Budapest for splitting the city into two: separates Buda the historical part from Pest the modern development).</li> </ul>	<p><b>Short discussion/study</b>  Link to:</p> <ul style="list-style-type: none"> <li>Previous term: <ul style="list-style-type: none"> <li>Recap on flooding, whirlwind/ tornados, hurricanes in UK.</li> <li>Begin to compare population demographics - near places with natural disasters (volcanoes, rivers, mountains) and how it's adapted (all within UK).</li> </ul> </li> <li>This term: <ul style="list-style-type: none"> <li>Disasters in Americas - Populations near places with natural disasters (volcanoes, rivers, mountains) and how it's adapted.</li> <li><u>human and physical</u> economic activity</li> </ul> </li> </ul>	<p>Link to locational knowledge and human and physical geography as place knowledge will have a great part in the studies/researches (comparing places and problems/changes in these places in the world).</p> <p><i>(*Link to History: WW2 and how the landscapes changed).</i></p>

			<b>Main case study</b> Compare: <ul style="list-style-type: none"> <li>○ UK: Ben Nevis or Volcano in Edinburgh (inactive - Scotland)</li> <li>○ Europe: Mount Etna (active - Italy)</li> <li>○ Americas: Mount St. Helens (active - USA)</li> </ul>	
<b>Vocabulary</b>	Weather, trade, tourists, climate, mountains.	Human and geographical features of places studied.  Severn, England, Danube, Budapest, Hungary.	Human and geographical features of places studied.  Ben Nevis, Mount Etna, Mount St. Helens.	Geographical differences and similarities, comparing vocabulary,
<b>Continuous Provision</b>	Human and physical features.  Link to locational knowledge.	Human and physical features.  Link to locational knowledge.	Human and physical features.  Link to locational knowledge.	Skills from previous years on <u>how</u> to compare places and <u>what</u> resources to use.
<b>Misconceptions/ Good to know</b>	Other countries can be similar to each other (not completely different and not exactly the same).	<i>Address as they arise based on children's knowledge.</i>	Population demographics are different in different places.	How can we help from a distance? Just because things in our country 'look' good it doesn't mean they are or we can't help.
<b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<b>Geographical skills</b> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital maps to identify UK and some countries in Europe, particularly tourist resorts and places the children might have been to (e.g. France, Portugal, Spain, Italy).</li> <li>• Identify countries where children in your class come from e.g.</li> </ul>	<b>Geographical skills</b> <ul style="list-style-type: none"> <li>• Video clips/pictures of rivers within Europe.</li> <li>• Maps/atlas/globes/OS-maps to locate rivers/countries in Europe.</li> <li>• Use of grid reference, symbols and key to identify rivers.</li> </ul>	<b>Geographical skills</b> <ul style="list-style-type: none"> <li>• Video clips/pictures natural disasters within the Americas.</li> <li>• Maps/atlas/globes/OS-maps to locate natural disasters/countries in Americas.</li> <li>• Use maps to identify impact of natural disaster (places</li> </ul>	Link to Locational Knowledge and Human and Physical Geography as 'Geographical skills and fieldwork' will have a great part in the studies/researches (resources to use).  <b>Geographical skills</b> <ul style="list-style-type: none"> <li>• Use these to do research on changes in the world, e.g. Climate change studies. Statistics to compare different</li> </ul>

<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Romania, Portugal, Poland.</p> <ul style="list-style-type: none"> <li>• Popular coastal settlements in Europe - locate country and features on different maps.</li> <li>• Use of compass directions and directional language and grid reference to locate these places.</li> <li>• Use variety of maps and photographs when comparing locations.</li> </ul>		<p>affected by an earthquake/volcano).</p> <ul style="list-style-type: none"> <li>• Use of grid reference, symbols and key to identify natural disaster (e.g. volcano) &gt; Why can't an earthquake, tornado, etc. be identified on a map?</li> </ul>	<p>climates/places (e.g. sea level changes, ice caps melting).</p> <ul style="list-style-type: none"> <li>• Use pictures/images/maps to look at impact of climate change.</li> <li>• Fieldwork ideas: recycle centres, research resources, visitor/scientist on climate change/world changes.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Globe, atlas, map, symbols, key, scale, grid reference, north, south, east, west, compass.</p>	<p>Globe, atlas, map, Ordnance survey maps, scale, key/legend, general features, abbreviations, boundaries, vegetation, tourist and leisure;</p> <p>Grid reference, Co-ordinates, easting, northing;</p> <p>Compass, turn, north, south, east, west, north east, south east, south west, north west.</p>	<p>Globe, atlas, map, thematic maps, Ordnance survey maps, digital maps, symbols, key, contour lines;</p> <p>Grid reference, Co-ordinates, easting, northing;</p> <p>Compass, turn, north, south, east, west, north east, south east, south west, north west. Azimuth, bearings for example, NE = 45°;</p> <p>Continuous and discrete data, trends, °C, metres, centimetres, millimetres, tables.</p>	<p>Resources like previous years (e.g. maps, key/legend, abbreviations, scale);</p> <p>Change, climate change, ice cap melting, global warming, air pollution, plastic pollution, deforestation;</p> <p>Analyse, study, statistics, compare, research, impact, resource.</p>
<p><b>Continuous Provision</b></p>	<p>Using grid references, compass points and maps to build their knowledge of the U.K. and <u>wider world</u>.</p>	<p>Using grid references, compass points and maps to build their knowledge of the U.K. and <u>wider world</u> – e.g. name a city/country to the East of England. Show a snapshot of an OS map: which</p>	<p>Locate a range of features on a range of maps.</p>	<p>Skills from previous years on <u>how</u> to compare places and <u>what</u> resources to use.</p>

		features can you spot here? Compare 2 places etc.		
<b>Misconceptions/ Good to know</b>	<ul style="list-style-type: none"> <li>• Maps are scaled down and are not to size.</li> <li>• Maps have different purposes and show different things.</li> <li>• Symbols on maps mean different things (the need to use the key).</li> <li>• Places change over time so things on maps might not be the same as now.</li> <li>• Different types of compasses (*link to Maths).</li> </ul>	North is not just up (A compass points north because all magnets have two poles (North and South) and the North pole of one magnet is attracted to the South pole of another magnet.)	Confusion with grid references and points on a compass (numbers and letters).	America is not always located on the left side (Asia on right side) on a map. Look at different maps with different continents in the centre. (e.g. 'Australia's World Map' can be upside down or 'Australia centric world map').
<b>Human and physical geography</b> Describe and understand key aspects of:  <u>Physical geography, including:</u> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes	<b>Case study</b> Holiday study - study the human and physical features of a tourist hot spot (e.g. Algarve, Mallorca, Portugal).  <u>Comparing - link to locational/place knowledge</u> Compare different places (e.g. Cornwall and Algarve) using human and physical features. Link to trade and natural resources. How have people changed this place?  Tourism and coasts – changes over time. Look at how use of	<b>Human Geography</b> <u>Economic activity</u> <ul style="list-style-type: none"> <li>• Advantages of rivers.</li> <li>• Use of transport/trade over time.</li> <li>• River Danube (The Danube flows through or flows along the borders of 10 countries: Germany, Austria, Slovakia, Hungary, Serbia, Croatia, Bulgaria, Moldova, Ukraine and Romania).</li> </ul> <u>Comparing</u> <ul style="list-style-type: none"> <li>• Danube (or Nile - *link to History) compare to</li> </ul>	<b>Physical Geography</b> <u>Climate Zones</u> <ul style="list-style-type: none"> <li>• Compare weather to other places using weather studies.</li> <li>• Name some of the major tectonic plates and their boundaries, explain tectonics and the impact of them (around the world).</li> <li>• Compare to volcanoes around the world (active and non-active).</li> </ul> <b>Human Geography</b> <u>Economic activity</u>	<b>Physical Geography</b> <u>Research ideas</u> <ul style="list-style-type: none"> <li>• What different biomes and vegetation belts are there in the world? Can we link deforestation to a biome? And what about pollution, etc.?</li> <li>• Effect of deforestation, pollution, etc. on biomes and vegetation belts.</li> <li>• Pollution - impact on the environment over time. What are we doing to change it? Why?</li> </ul> <b>Human Geography</b> <u>Economic activity</u>

<p><u>Human geography, including:</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>land is different in different places and how it changes over time.</p> <p><b>Final study</b> Why do people live where they do? Explore reasons why people chose to live there.</p> <p>Describe why people live where they do. Use examples from different places.</p>	<p>trade on the River Severn.</p>	<ul style="list-style-type: none"> <li>• Economic impact - fertile land around volcanoes.</li> <li>• What happens when they erupt? Why do people live by volcanoes and areas with earthquakes? Discuss advantages/disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>• Deforestation: economic reasons (trade) and distribution of natural resources (mainly food and energy).</li> </ul>
<p><b>Vocabulary</b></p>	<p>Coasts, tourism, economy, land use, trade, distribution, farming, cathedral, river, mountains, hills, weather, natural resources;</p> <p>Types of settlement - village, hamlet, town, city, port, resort, market.</p>	<p>Rivers, positive effects, negative effects, transport, trade, economic factors.</p>	<p>Types of mountain: fold, dome, and fault block, mountain, ranges, location, summit, metres, sea level, eruption, fertile soil;</p> <p>Tectonic, plates, African plate, Antarctic plate, Eurasian plate, Indo-Australian plate, North American plate, Pacific plate, South American plate, boundaries, vent, crater, dormant, extinct, geothermal, earthquake, fault line, epicentre, Richter scale, aftershock, tsunami;</p> <p>Weather, symbols, demographic, infrastructure, sustainability, fertile, land use.</p>	<p>Topographical features, comparing vocabulary, analyse, change, climate change, ice cap melting, global warming, sea level, air pollution, plastic pollution, deforestation, biomes, vegetation belts, environment, impact, responsible, trade, distribution, natural resources.</p>
<p><b>Continuous Provision</b></p>	<ul style="list-style-type: none"> <li>• Human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Using human and physical features to</li> </ul>	<ul style="list-style-type: none"> <li>• World maps</li> <li>• Climate zones</li> </ul>	<p>Skills from previous years on physical and human geography - how the human geography and</p>



	<ul style="list-style-type: none"> <li>Types of settlement (e.g. difference between a hamlet, village, town, city.)</li> </ul>	<p>describe the places above.</p> <ul style="list-style-type: none"> <li>Types of settlement.</li> </ul>	<ul style="list-style-type: none"> <li>Using human and physical features studied previously and presently to describe the places above.</li> </ul>	<p>choices we make affect the world and its physical geography.</p>
<p><b>Misconceptions/ Good to know</b></p>	<ul style="list-style-type: none"> <li>People have freedom to choose where they want to live.</li> <li>Settlements are built in random places (link to natural resources and historical settlements).</li> <li>Places and the reasons people go there are not always the same (places change over time and people have different priorities/ interests).</li> <li>In the UK, some cities may be small. This is because some settlements have a cathedral and this makes them a city.</li> <li>Some settlements have a special use or function, e.g. ports - by a river or sea for ships to transport goods, market towns - where local farmers sell goods, resorts - for people to go on holiday.</li> </ul>	<p><i>Address as they arise based on children's knowledge.</i></p>	<ul style="list-style-type: none"> <li>Not all mountains are volcanoes (e.g. Mount Everest is not a volcano).</li> <li>Climate/weather is different in different places and it is constantly changing.</li> <li>People live in dangerous places for a range of reasons.</li> <li>You can't really see the tectonic plates as they're not exactly the same as continents.</li> <li>All places can experience natural disasters.</li> </ul>	<p>Difference biomes and vegetation belts: Biomes are 'biological climatic zones' and they are areas that share similar climate, and vegetation and animal species. Vegetation belts are regions of the world that are home to certain plant species determined by the climate.</p> <p>Visit the Geography Association for misconception and lesson ideas.  <a href="https://www.geography.org.uk/climate-biomes-soils-at-key-stage-3">https://www.geography.org.uk/climate-biomes-soils-at-key-stage-3</a></p>

