



Geography Curriculum

School Vision

We seek to **inspire**...
a love for learning,
curiosity and creativity,
imagination and independence,
each other as individuals,
collaboration within our community and
awe and wonder for God's World.

This document outlines how we live out our school vision through our **geography** curriculum.

Aims

We believe that Geography helps our children to make sense of the fast changing world that we live in. We aim to teach them a sense of place, belonging, identity, purpose, as well as awe and wonder. Our Geography curriculum allows children to investigate people and places and the interactions between the two, as well as physical and human processes that shape our world.

Objectives

Through high quality teaching, children will build their knowledge and skills year on year, focusing on the following Geographical characteristics:

- Globally significant places
- Define physical and human characteristics
- Spatial variation and change over time
- Collect, analyse and communicate data
- Gather evidence through fieldwork
- Interpret and communicate geographical information
- Locational knowledge – villages, towns, countries, continents and oceans
- Map skills
- Similarities and differences between the UK and elsewhere
- Physical and human features

Intent	Implementation	Impact
<p>Our Geography curriculum aims to inspire in pupils a curiosity and fascination about the world and its people. We want to equip pupils with knowledge about diverse places, people, and a variety of environments, together with an understanding of the Earth's physical and human processes. We will teach children how to collect, analyse and communicate a range of data gathered through experiences of fieldwork, helping them to make sense of their own locality and place in the world.</p>	<p>Our Geography curriculum is taught through a thematic cross curricular approach throughout the year so that children can makes links between different areas of their learning. Key skills and knowledge have been identified for each year group to ensure progression throughout the school. Lessons are practical, relevant and personalised to make it exciting and engaging for the children, starting with a 'hook' to capture their interests. Children are given opportunities to develop their critical thinking skills through open-ended questions and problem solving. Children develop their independence and confidence through individual activities and their co-operative skills during pair and group work. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.</p>	<p>As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Outcomes in Geography and English books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Geographical understanding, as well as the children's spiritual, moral, social and cultural development is further supported by our links with an international partner school.</p>

SMSC

Through Geography teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The spiritual development of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them as well as their willingness to reflect on their experiences.

The moral development of pupils is shown by their understanding of the consequences of their behaviour and actions and interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their willingness to participate in a variety of communities and social settings, including cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. This is in addition to their interest in exploring, improving understanding of and showing respect for cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different ethnic and socio-economic groups in the local, national and global communities.

Geography Curriculum Skills Overview – Year A

2022-2023	Autumn term	Spring Term	Summer Term			
Puffins	<p>Nursery- Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception - Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>					
Robins	<p>Whatever the Weather? NC Links: Identify seasonal and daily weather patterns</p>	<p>Paddington's Passport: NC Links: Name and locate the four countries and capital cities of the UK</p>	<p>Neighbourhood Watch NC Links: Use fieldwork to explore the local environment.</p>			
<p>Knowledge</p> <p>Children will know</p>	<ul style="list-style-type: none"> • There are 4 seasons in a year. • The months of the year in each season • The weather changes as the seasons change • Signs of autumn, winter, spring and summer • That we measure temperature in degrees Celsius, using a thermometer • That the temperature changed as the seasons change • That we wear different clothes in different seasons • That we do different activities in different seasons • Weather forecast use symbols to show us the weather. 	<ul style="list-style-type: none"> • The UK is made up of 4 countries • The names of the countries in the UK • The capital cities of the UK • The UK countries are different and have their own identity • The flags of the UK • The location of the countries in relation to each other on a map of the UK. • Some characteristics of each country e.g. food, clothes, music 	<ul style="list-style-type: none"> • The location of Arkholme in the UK on a map • What a symbol represents on a map • How to read a map of their area • The four compass points. • Our address • Why people choose to live in Arkholme • The human and physical features of Arkholme • That a aerial picture is taken from above 			
Skills	<p>Year 1 Skills</p> <p>Ge4 Recognise different types of weather and climate Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary</p>	<p>Year 2 Skills</p> <p>Ge11 Investigate, measure and record changes in the weather Ge14 Discuss how weather affects our lives Ge19 Use field work and observational skills to carry out simple tasks</p>	<p>Year 1 Skills</p> <p>NC: Name and locate the four countries and capital cities of the UK Ge2 Explore and discover where different foods come from Ge3 Recognise and observe main human and physical features Ge4 Recognise different types of weather and climate Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans</p>	<p>Year 2 Skills</p> <p>Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge14 Discuss how weather affects our lives Ge15 Locate key features on globes, maps and plans Ge16 Make simple comparisons between features of different places and say how these features influence life there Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p>	<p>Year 1 Skills</p> <p>Ge1 Explore and discover the interesting features of the local environment Ge3 Recognise and observe main human and physical features Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary Ge7 Use simple field work skills Ge8 Use globes, maps and plans Ge9 Make simple plans</p>	<p>Year 2 Skills</p> <p>Ge12 Recognise, observe, describe and record physical and human features Ge15 Locate key features on globes, maps and plans Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge19 Use field work and observational skills to carry out simple tasks Ge20 Use aerial photographs and plan perspectives to identify landmarks and features Ge21 Make simple maps and plans</p>

				Ge20 Use aerial photographs and plan perspectives to identify landmarks and features		
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Kingfishers	Our Ocean Planet NC Links: <ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include the location and characteristics of the world's most significant human and physical features. 		The Rainforest NC Links: <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, vegetation belt, biomes Locate world countries 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) 		No geography taught in this term	
Knowledge Children will know that....	<ul style="list-style-type: none"> There are five main oceans on the earth. 70% of the surface of the earth is covered by the ocean. The ocean is divided into zones. The sunlight, twilight, midnight, abyss and trenches. That the midnight zone of the ocean is the largest habitat on earth. That different creatures live in the different ocean zones. That the health of the oceans and ocean life are under threat from human behaviour. Why it is important for us to look after and care about the health of the ocean. 		<ul style="list-style-type: none"> That the world's rainforests are located between the tropics of Cancer and Capricorn. That the rainforests generate oxygen and play a vital role in helping to keep our planet at the correct temperature. That the rainforest is home to 50% of the world's animals, birds and insect species. That the rainforest is under threat from deforestation. That many modern medicines have been found using rainforest plants. That the weather and climate in the rainforests is different to our own. That the rainforest is divided into four layers. 			
Skills Children will be able to....	Year 3 Skills Ge22 Ask and respond to questions to develop a sense of place Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones Ge26 Identify where significant places are located in the UK, Europe and the wider world Ge27 Identify similarities and differences between places and environments and understand how they are linked Ge28 Identify how the ways in which people live sometimes have consequences for the environment	Year 4 Skills Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives	Year 3 Skills Ge22: Ask and respond to questions to develop a sense of place. Ge26: Identify where significant places are located in the UK, Europe and the wider world. Ge25: Explore places with different climate zones. Ge27: Identify similarities and differences between places and environments and understand how they are linked. Ge28: Identify how the ways in which people live sometimes have consequences for the environment.	Year 4 Skills Ge33: Ask and respond to geographical questions and offer their own ideas. Ge35: Identify where significant places are located in the UK, Europe and the wider world. Ge34: Explore places with different climate zones and compare and describe how climate affects living things. Ge42: Use secondary sources of information and ICT as part of investigations. Ge37: Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales.	Year 3 Skills	Year 4 Skills

	<p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigations</p>	<p>of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>				
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Owls	Rivers		Weather and a Region of North America		Region of the UK: City Local Study Settlements	
Knowledge Children will know ...	<p>The water cycle is a closed cycle. The different stages of the water cycle. The main rivers in the UK and the world. A river is in three parts: Upper, middle and lower course. The features of a river in each course. How meanders, oxbow lakes and waterfalls are formed. That rivers are used for industry and leisure. Why dams are built</p>		<p>A Region of Europe</p> <p>The Environmental regions of North America: the mountainous west, the Great Plains, the Canadian Shield, the varied eastern region, and the Caribbean. The location of North America on a map. The climate of North America, the extreme weather this can cause, and how this effects people. Why earthquakes happen and how this effects people. The different types of people that live in North America and how they differ. Key facts about major cities: New York, LA, Toronto and Mexico City. The USA is a main superpower and its role in climate change.</p> <p>The environmental regions of Europe: Western Uplands, North European Plain, Central Uplands, and Alpine Mountains. The location of Europe on a map. How a volcano is formed and how they affect people. Key facts about major cities in Europe: Paris, Berlin, Rome, Madrid.</p>		<p>Where Morecambe Bay is That Morecambe Bay is an estuary How Morecambe Bay was formed How MB is used for economic activity identify physical features of Morecambe using a map Identify human features of Morecambe using a map describe the landscape of Morecambe town centre name different types of land use use a key to record types of land use;</p> <p>Key differences between where they live and key cities in the USA and Europe.</p>	
Children will be able to ...	<p>Year 5 Skills Ge43 Ask suitable geographical questions leading to investigation Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge52 Use appropriate field work techniques and instruments to observe, measure and record</p>	<p>Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including</p>	<p>Year 5 Skills Ge43 Ask suitable geographical questions leading to investigation Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and</p>	<p>Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including</p>	<p>Year 5 Skills Ge43 Ask suitable geographical questions leading to investigation Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and</p>	<p>Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including</p>

	<p>human and physical features in the local area</p>	<p>four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations</p>	<p>instruments to observe, measure and record human and physical features in the local area</p>	<p>four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs</p>	<p>instruments to observe, measure and record human and physical features in the local area</p>	<p>four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs</p>
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Geography Curriculum Skills Overview – Year B

2021-2022	Autumn term	Spring Term	Summer Term			
Puffins			Home Sweet Home			
	<p>Nursery- Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception - Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>					
Robins KS1	Pirates! NC Links: Name and locate world's continents and oceans.	Kenya, Africa NC Links: Non-European location,	Beside the Seaside NC Links: Explore human and physical features.			
Knowledge Children will know...	<ul style="list-style-type: none"> There are 7 continents, and what they are called. The location of the continents on a world map or globe The names of the 5 ocean and where they are in the world. Some simple maps symbols What, and where the equator is The four compass points. 	<ul style="list-style-type: none"> The location of Africa in the world The location of Kenya in Africa The capital city of Kenya Some human and physical features of Kenya Some facts about the Masai tribe in Kenya 	<ul style="list-style-type: none"> That Morecambe Bay is an estuary Some human and physical features of Morecambe bay The businesses that Morecambe bay was built on e.g fishing 			
Skills Children will be able to...	<p>Year 1 Skills</p> <p>Ge3 Recognise and observe main human and physical features Ge5 Express their own views about features of the environment Ge8 Use globes, maps and plans Ge9 Make simple plans</p> <p>Name and locate worlds continents and oceans.</p>	<p>Year 2 Skills</p> <p>Ge10 Ask and respond to geographical questions about people, places and environments Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge15 Locate key features on globes, maps and plans</p> <p>Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge21 Make simple maps and plans</p>	<p>Year 1 Skills</p> <p>Ge2 Explore and discover where different foods come from Ge4 Recognise different types of weather and climate Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans</p>	<p>Year 2 Skills</p> <p>Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge14 Discuss how weather affects our lives Ge15 Locate key features on globes, maps and plans Ge16 Make simple comparisons between features of different places and say how these features influence life there Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language</p>	<p>Year 1 Skills</p> <p>Ge1 Explore and discover the interesting features of the local environment Ge3 Recognise and observe main human and physical features Ge5 Express their own views about features of the environment Ge6 Communicate in different ways using simple geographical information and vocabulary Ge7 Use simple field work skills Ge8 Use globes, maps and plans</p>	<p>Year 2 Skills</p> <p>Ge11 Investigate, measure and record changes in the weather Ge12 Recognise, observe, describe and record physical and human features Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge19 Use field work and observational skills to carry out simple tasks Ge20 Use aerial photographs and plan perspectives to identify landmarks and features</p>

Kingfishers LKS2	Our Place in the World NC Links: <ul style="list-style-type: none"> 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. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, 		No Geography taught in this term		Magnificent Mountains NC Links: <ul style="list-style-type: none"> 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. describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
Knowledge Children will know...	<ul style="list-style-type: none"> The children will know that the United Kingdom is made up of four nations. The children will know the location and names of the UK's significant cities, mountains and rivers. The children will know that the UK is divided into counties and that they live in the county of Lancashire. The children will know that each country of the UK has its own flag and they will understand the meaning behind these. The children will know that different parts of the UK have different geographical features, land use and industries and that these have changed over time. The children will know some of the key differences between Blackpool and Birmingham. Including the differences between the physical and the built environment. 				<ul style="list-style-type: none"> The children will know that a mountain is a natural part of the landscape with steep sides. That mountains and mountain ranges can be formed in different ways. That the highest point on a mountain is called the summit. The names and locations of the world's most significant mountain ranges. The names and locations of the UK's tallest mountains. That the tallest mountain in the world is Everest. That people enjoy visiting mountains for different reasons. That the mountain environment can be dangerous. That the Mountain Rescue helps people who are in trouble in the mountains. 	
Skills Children will be able to...	Year 3 Skills Ge22 Ask and respond to questions to develop a sense of place. Ge24 Investigate key aspects of human and physical geography. Ge26 Identify where significant places are located in the UK, Europe and the wider world. Ge27 Identify similarities and differences between places and environments	Year 4 Skills Ge33 Ask and respond to geographical questions and offer their own ideas. Ge35 Identify where significant places are located in the UK, Europe and the wider world. Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments. Ge37 Identify how different ways in which people live	Year 3 Skills	Year 4 Skills	Year 3 Skills Ge22 Ask and respond to questions to develop a sense of place Ge23 Collect and record evidence and begin to offer explanations Ge24 Investigate key aspects of human and physical geography Ge25 Explore places with different climate zones Ge26 Identify where significant places are	Year 4 Skills Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge35 Identify where significant places are located in the UK, Europe and the wider world Ge36 Observe and appreciate the relationship

	<p>and understand how they are linked.</p> <p>Ge28 Identify how the ways in which people live sometimes have consequences for the environment.</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings.</p> <p>Ge 31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans.</p> <p>Ge 32 Use ICT to help in geographical investigations.</p>	<p>around the world sometimes have consequences for the environment and the lives of others from local to global scales.</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings.</p> <p>Ge40 Describe, compare and offer reasons for their views.</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales.</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations.</p>			<p>located in the UK, Europe and the wider world</p> <p>Ge27 Identify similarities and differences between places and environments and understand how they are linked</p> <p>Ge28 Identify how the ways in which people live sometimes have consequences for the environment</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge30 Collect and analyse a range of data from simple fieldwork experiences</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigations</p>	<p>between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>
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Owls	Mapping the World Locational Knowledge: 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) Fieldwork: 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		Global Citizens Human and Physical: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> 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	A region of the UK: London & Settlements Locational knowledge: 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 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		
Knowledge Children will know...	Different maps serve different purposes depending on what they are designed for. <ul style="list-style-type: none"> • Cartographer is someone who makes maps • A compass is a tool for finding direction. • Latitude lines run in horizontal parallels and represent distance north or south from the Equator. • Longitude lines, called meridians, run vertically from pole to pole. They represent the distance east or west from Greenwich in London, England. • Latitude and longitude are divided in degrees (°), minutes (') and seconds ("). • Ordnance Survey (OS) is the national mapping agency for Great Britain. • Grid lines are used to locate different symbols or features on an OS map. • Four-figure grid references allow you to locate a grid square and six-figure grid references allow you to identify a specific place such as a shop. 		Learn how climate has influenced land use and our responsibility as global citizens. <ul style="list-style-type: none"> • Understand how we distribute the world's natural resources by finding out what they are, how they are used and how fair it is. • Learn why we trade, who the UK trades with and what fair trade means. • Investigate the challenge of sustainability and how it effects the globe by exploring renewable and non-renewable resources. • Explore the challenge of climate change: human activities that have created it, the effects of global warming and the actions of environmentalists trying to make a difference 	<ul style="list-style-type: none"> • That a settlement is a place where people have chosen to live • The first settlements were chosen for their location to water, food and shelter • There are four types of settlements: Urban, rural ,compact, dispersed • That London is a settlement • How London has changed • Why people choose to live in London now • London Landmarks • London Transport 		
Skills Children will be able to...	Year 5 Skills Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital	Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary	Year 5 Skills Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital	Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge58 Use and select primary and secondary	Year 5 Skills Ask suitable geographical questions leading to investigation Ge44 Investigate ways in which environments can be improved Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital	Year 6 Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge57 Observe and explain how human patterns are influenced by both human and physical features

	<p>/computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p>	<p>sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs</p>	<p>/computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p>	<p>sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs</p>	<p>/computer mapping at a range of scales Ge50 Draw plans and maps at a variety of scales Ge51 Use the eight points of the compass Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p>	<p>Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge61 Use and select appropriate ICT to help in geographical investigations Ge62 Use symbols and keys when sketching maps, plans and graphs</p>
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