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Geography Curriculum

Geography Intent Statement

Our curriculum vision for Geography at Endsleigh Holy child is to spark curiosity and fascination about our planet. Our aim is to ensure that our students will be in a strong position to make sense of the world around them and make a difference in this ever-changing world, when they leave school.

Geography develops pupils’ understanding of the world in which they live through the study of place, space and environment. They will explore the human and physical aspects of these environments and the world around them.

Our Geography will provide a foundation for the children to understand their role within the world. This will be achieved by exploring locality and how people impact society and the world around them. Geography will encourage pupils to learn through experience, particularly through practical and fieldwork activities.

Through the teaching of Geography, Endsleigh Holy Child aims to:

* Provide children with an understanding of their place within the city of Hull and within the wider world
* Increase pupils’ awareness, knowledge and understanding of other cultures.
* Recognise and explore the interconnectedness of our world
* Develop pupils’ map skills, including how to use, draw, interpret and analyse a range of maps.
* Highlight and make pupils aware of environmental problems at a local, regional and global level and equip them with the knowledge of ways in which these can be combatted.
* Develop a variety of skills alongside the curriculum, including those in relation to problem-solving, ICT and producing conclusions in a suitable and innovative way.

Geography Implementation

Geography is taught in half termly blocks throughout the year with the aim that children will acquire both breadth and depth in their learning. Through planning based on both the knowledge and skills which children need to acquire, learning is progressive and skill development systematic.

Tasks are provided which provide both engagement and challenge and which build on and solidify children’s knowledge. Throughout the unit, there are opportunities for children to retrieve key information and to practise its use, culminating in a double page spread at the end of the unit.

Throughout the half term, the following sequence will be used across the school, adapted where necessary to support the needs of the children.

Where are we?: Establish what the children already know and record. Introduce key questions and explore new vocabulary.

Lessons 2 – 6: Expanding our horizons.

Develop skills and knowledge that are in-line with skills document. Ensure key knowledge is recorded.

Summarise: What has been learnt? At an age-appropriate level, children showcase their new knowledge – information page, interview, page for a travel book etc.

Wherever possible, links are made across the curriculum and ‘Map it and Mark it’ activities further strengthen acquisition of knowledge along with making geography relevant. The local area is utilised wherever possible to achieve the desired outcomes.

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**Classroom environment:**

World map to be displayed.

Key vocabulary for relevant topic to be displayed.

Children’s work and additional notes to be added as topic progresses.

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**Lesson sequence – what does geography look like at Endsleigh Holy Child?**

**Where are we?**: Establish what the children already know and record. Introduce key questions and explore new vocabulary.

**Lessons 2 – 6**: Expanding our horizons.

Develop skills and knowledge that are in-line with skills document. Ensure key knowledge is recorded.

**Summarise:** What has been learnt? At an age appropriate level, children to showcase their new knowledge – double page spreads, power point presentations and class debates.

Map it and mark it – 10 minute weekly session which focuses on current events. Will have either a geography or history focus. Geographical focus marked on world map.

At EHC, geography will be taught each term and where possible and appropriate, links will be made with other subjects.

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A group of people around a globe

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**Lesson design**

Learning strip has date and skill focus.

Begin with a recap of prior learning. Skill to be a focus along with knowledge.

**Parental links**

Celebrated in star of the week assemblies.

Showcase e.g. Sharing assemblies

**Assessment**

Assessment will be formative taking the form of low stakes quizzes and retrieval activities. An end of year assessment will be made.

**Concepts in Geography**

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| **Substantive concepts**  🏞️ 📍 🏗️ | Disciplinary concepts  🗺️ 🏕️ 📚 |
| **Concepts**  Location knowledge  Place knowledge  Human and Physical knowledge  *\*including (Place, scale, interdependence, physical and human process, environmental impact and cultural diversity)* | **Concepts**  Geographical skills and field work  *\*Including (Map skills, fieldwork, similarities and differences, research and enquiry, cause and consequences)* |
| **Skills (linked into cycles A & B)**  Using maps  Place and map knowledge  Scale and distance | **Skills (linked into cycles A & B)**  Maps and Perspective  Representation  Geography enquiry  Style of maps |

*Substantive Knowledge: established facts, e.g. the names of the continents, human aspects of an area.*

*Disciplinary Knowledge: the methods that establish the substantive facts, e.g. field work, map at atlas work.*

Geography Long Term Plan: Cycle A

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| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Theme | No place like home? | What a Wonderful World | Looking Back; Looking Forward |
| KS1 | Our School | Our Country in the UK | Human and Physical World |
| LKS2 | The British Isles | Exploring Europe - Scandinavia | Water- Pollution |
| UKS2 | Exploring Europe | America | Climate Change |

Geography Long Term Plan: Cycle B

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| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Theme | Earth, Wind and Fire | Seeking New Place | Treasures |
| KS1 | Weather | On Safari | Mapping/Seaside |
| LKS2 | Extreme Earth | Rainforests | What’s it like in Central America? Costa Rica |
| UKS2 | Our Changing World - Coasts | Mountains | Mapping countries across hemispheres and continents |

Geography in EYFS

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| **Development Matters Objectives** | |
| 3-4 | Reception |
| Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries * Recognise some environments that are different to the one in which they live. |

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| **People, Culture and Communities ELG** |
| Children at the expected level of development will:  • • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |

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| ***No Place Like Home:* Maps of the School and Local Environment / Christmas Around the World** | |
| F1 | F2 |
| Do I know that there are different countries in the world and can I talk about differences I have experienced or seen in photographs? (3-4) | * Do I know that there are different countries in the world and can I talk about differences I have experienced or seen in photographs? (3-4) * Can I draw information from a simple map? (Rec) * Can I recognise some similarities and differences between life in this country and life in other countries? (Rec) * Can I recognise some environments that are different to the one in which I live? (Rec)   ELG: Children at the expected level of development will:   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |

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| ***What a Wonderful World: World Maps and Africa*** | |
| F1 | F2 |
| Do I show interest in different occupations? (3-4) | * Do I know that there are different countries in the world and can I talk about differences I have * experienced or seen in photographs? (3-4) * Can I draw information from a simple map? (Rec) * Can I recognise some similarities and differences between life in this country and life in other countries? (Rec) * Can I recognise some environments that are different to the one in which I live? (Rec)   ELG: Children at the expected level of development will:   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |

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| ***Looking Back, Looking Forward: Changes Through Time (Technology/Toys and Games)*** | |
| F1 | F2 |
| Do I show interest in different occupations? (3-4) | * Can I comment on images of familiar situations in the past? (Rec)   ELG: Children at the expected level of development will:   * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; * Understand the past through settings, characters and events encountered in books read in class and storytelling; |

National Curriculum Links

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| On-going throughout the year and will form part of all topics studied | |
| KS1 | KS2 |
| * develop an awareness of the past, using common words and phrases relating to the passing of time. * know where the people and events they study fit within a chronological framework * identify similarities and differences between ways of life in different periods. * use a wide vocabulary of everyday historical terms. * ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * understand some of the ways in which we find out about the past * identify different ways in which it is represented. | * continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * construct informed responses that involve thoughtful selection and organisation of relevant historical information. * understand how our knowledge of the past is constructed from a range of sources. |

ear Six Overview

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| **Skills** | **EYFS** | **Year 1** | **Year 2** |
| **Geographical Enquire** | * Teacher led enquiries, to ask and respond to simple closed questions. * Investigate their surroundings | * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/pictures as sources of information. * Make observations about where things are e.g. within school or local area. | * Children encouraged to ask simple geographical questions; Where is it? What's it like? * Use Non-Fiction books, stories, maps, pictures/photos and internet as sources of information. * Make appropriate observations about why things happen. |
| **Maps and Perspective** | * Follow directions (Up, down, forwards/backwards) | * Follow directions (Up, down, forwards/backwards, left/right) | * Follow directions as year 1 and begin to use 4 compass points (NESW). |
| * Draw picture maps of imaginary places and from simple stories. | * Draw picture maps of imaginary places and from stories. * Draw around objects to make a plan. | * Look down on objects to make a plan view map. * Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) |
| **Representation** |  | * Use own symbols on imaginary map. | * Begin to understand the need for a key. * Use class agreed symbols to make a simple key. |
| **Using maps and map knowledge** | * Recognise that the map shows a place. | * Use a simple picture map to move around the school. * Learn names of some places within the UK. E.g. Home town, countries Inc. Northern Ireland. | * Learn names of some places within and around the UK. E.g. nearby cities, recap countries e.g. Wales, France. * Locate and name on UK map major features e.g., Hull, River Humber, Capital cities and surrounding seas. * Follow a route on a map. * Use an infant atlas to locate places. |
| **Scale/Distance** |  | * Use relative vocabulary (e.g. bigger/smaller, near/far) | * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) |
| **Style of maps** | * Use teacher drawn simple maps. (could link to a story) | * Picture maps and globes. * Simple map | * Find land/sea on basic maps. * Use teacher drawn base maps. * Use an infant atlas. |

Progression in Geographical Skills

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical Enquiry** | * Begin to ask/initiate geographical questions. * Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information. * Investigate places and themes at more than one scale. * Begin to collect and record evidence. * Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | * Ask and respond to questions and offer their own ideas. * Use to satellite images, aerial photographs. * Investigate places and themes at more than one scale. * Collect and record evidence with some aid. * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | * Begin to suggest questions for investigating * Begin to use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; (contrasting and distant places). * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life | * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places. * Collect and record evidence unaided. * Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. |
| **Maps and Perspective** | * Use 4 compass points to follow/give directions. * Use (number/letter) co-ordinates to locate features on a map. | * Use 4 compass points confidently. * Begin to use 8 compass points. * Use (number/letter) co-ordinates to locate features on a map confidently. | * Use 8 compass points; * Begin to use 4 figure co-ordinates to locate features on a map. | * Use 8 compass points confidently and accurately; * Use 4 figure co-ordinates confidently to locate features on a map. * Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. |
| * Begin to draw a sketch map from a high view point. * Make a map of a short route (experienced), with features in correct order. * Make simple scale drawings. | * Draw a sketch map from a high view point. * Make a map of a short route, with features in correct order. * Make a simple scale drawing. | * Begin to draw a variety of thematic maps based on their own data. * Draw a plan view map with some accuracy. | * Create a variety of thematic maps based on their own data. * Begin to draw plans of increasing complexity. * Draw a plan view map accurately. |
| **Representation** | * Know why a key is needed. * Use standard symbols. | * Know why a key is needed. * Begin to recognise symbols on an OS map. | * Draw a sketch map using symbols and a key. * Use/recognise OS map symbols. | * Use/recognise OS map symbols. * Use atlas symbols. |
| **Using maps and map knowledge** | * Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) * Begin to identify points on maps (e.g. A, B and C) | * Locate places on large scale maps, (e.g. Find UK or India on globe) * Follow a route on a large-scale map. * Begin to identify significant places and environments | * Compare maps with aerial photographs. * Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) * Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) * Identify significant places and environments | * Follow a short route on an OS map. * Describe features shown on OS map. * Locate places on a world map. * Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) * Confidently identify significant places and environments |
| **Scale/Distance** | * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) | * Match boundaries (E.g. find same boundary of a county on different scale maps.) | * Measure straight line distance on a plan. * Find/recognise places on maps of different scales. (E.g. river Nile.) | * Use a scale to measure distances. * Draw/use maps and plans at a range of scales. |
| **Style of maps** | * Use large scale OS maps. * Begin to use map sites on internet. * Begin to use junior atlases. * Begin to identify features on aerial/oblique photographs. | * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet (google earth) * Identify features on aerial/oblique photographs. | * Use index and contents page within atlases. * Use medium scale landranger OS maps. | * Use OS maps. * Confidently use an atlas. * Recognise world map as a flattened globe. |

Lesson Design

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| Lesson | Focus |
| 1 | Where are we?  Gather from the pupils their prior knowledge  What do you know? What do you want to find out?  Context  Introduce enquiry question |
| 2 - 6 | Expanding our horizons  During these sessions, children will continue to develop their knowledge and understanding of their own locality and the wider world. They will acquire a range of new knowledge and develop the skills and vocabulary of a geographer.  Children will be encouraged to explore sustainable development goals where appropriate and to recognise their place within our world and their responsibilities (at an age appropriate stage) as a global citizen.  Tasks will be designed to showcase the children’s new knowledge and use of geographical skills. |
| 7 | Summarise  The summative assessment for Geography will happen in a range of different ways, such as:   * Double page spreads * PowerPoint presentations * Class debates * Topic Quiz   Using these different methods the children will develop their oracy skills, building confidence to express their thoughts and ideas in different circumstances. It will allow the children to showcase the enquiry-based question at the beginning of the topic; using all the accumulated knowledge throughout the topic.  This will enable children to:   * Remember the long-term content. * Understand that they are systematically learning. * Integrate new knowledge into larger concepts. * Develop geographical skills |

KS1 Planning:

Cycle A

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| Lesson  KS1: Our School | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do you know?   What is a map? | Symbol  Key  Map | * Can I create a key for given symbols? | * Talk to the children about maps. Discuss what a key is and why we need them on maps. * Look at different symbols and write down what they represent. |
| 2 | * Previous Lesson   What is a key? | Map  Symbol  Key | * Can I make a simple map of the classroom using symbols and a key? | * Recap what a symbol is, what a key is and what a map is. * Discuss with children how maps need to be accurate. * As a class create a big map of an area (playground) so you can demonstrate the skills needed to make an accurate map. |
| 3 | * What do these symbols represent. | Compass  Direction  North  South  East  West | * Can I identify directions on a map using a compass? | * Introduce the children to north, south , east and west * Show them a compass. * Children to physically be able to turn in each direction * Children need to label these directions on both a compass and map. |
| 4 | * What are the four directions on a compass? | Grid reference  Points | * Can I use grid references to locate points on a map? | * Introduce the children to grid points. Show them how to read the grid points. This could be done practically outside in a pre-drawn grid. |
| 5 | * Previous Lesson   What is in square F4?  Where is the hall located on the map? | Local area  Attractions  Map | * Can I identify and read maps of our local area? * Can I use a local map and a key to identify the local attractions of Hull? | * Look at a range of maps with children. Use the key to help you record what attractions are in that place. |
| 6 | * Previous Lesson   Name three attractions we have in Hull. | Map  Key  Accurate  Diagram | * Can I create my own map of our school including a key and symbols. | * Talk to the children about our school   Create a key of all the areas in the school reminding the children that these need to be picture that link to the room. On a pre drawn basic map children to work in groups to place the key in the correct area. |
| 7 | Children to answer the key enquiry question: What is a map?  Selection of knowledge from previous lessons. | | | |

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| Lesson  KS1: The UK – Where do I live? | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * Image of the earth. What do the children know – land, water, sea etc. | Sea  Ocean  Continent | **How is our world divided up?**  Can I name continents around the world? | Locate the continents of the world and name in preparation for identifying the UK as a country in Europe. |
| 2 | * Name and locate continents | United Kingdom  Capital city | **Can I identify the countries which make up the UK?** | Identify the countries of the UK and mark. Where are the capital cities and what might we see? Introduce national identify - flags |
| 3 | * Countries and capitals | Identity | **What is National Identity?**  Can I create a fact file to identify different countries identities? | Provide information about the different countries and develop group fact files. |
| 4 | * Match the flags/flowers etc | City  Country  Rural urban | **Would I rather live in the city or the countryside?** | Using images, what would be found in a city/countryside/both? Advantages/disadvantages of living there. |
| 5 | * Vocabulary pick – which words link to the topic being studied? Which do not? | Human  Physical | **Can I understand the differences between human and physical features?** | Give the children different images of famous human and physical features in the UK to sort and define. Add to class map. |
| 6 | * Images of features – name. | River Humber | **Can I find where am I in the UK?** | Identify position of Hull on map of UK. Map River. What other features are in Hull? |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  KS1: Human and Physical World | Retrieval | Key Vocab | Key Components | Lesson Design |
| 1 | * What do you know? * Where do you live | Human feature  Location  Famous  Landmark | * Can I identify the human features of Hull? | * Discuss with the children what a human feature is “something that humans have created” create a list of human features of our school. * Then ask the children if they can think of any human features in Hull. Use google maps to locate different key landmarks in Hull. * Children to create a poster advertising Hulls Landmarks. – show them some examples. Discuss with the children why these things were created. |
| 2 | * Previous Lesson * Name three human features that Hull is famous for. | Physical feature | * Can I identify the physical features of Hull? | * Recap Human features ask the children what a physical feature is “something God created” * Use google maps again to identify the physical features of Hull. |
| 3 | * Previous Lesson   Name three Physical features that Hull is famous for. |  | * Can I Identify the human features of A seaside town? | * Recap what a human feature is. * Give the children a a range of human features. Can the sort them into features of the seaside and features of a town? |
| 4 | * Previous Lesson * Name 3 Human features of the seaside | Coast line | * Can I identify the physical features of chosen seaside town? | * Talk to the children about the seaside. Discuss some of the physical features that you would see their, but not in Hull. * Children to place these physical features on a map. |
| 5 | * Previous Lesson * Name three Physical features of the Seaside | Similarities  Differences  Compare | * Can I compare the physical and Human features of both places?   I can understand geographical similarities and differences. | * Children to look back at the last 4 weeks work. Can they sort the features into the correct place? Can the children identify any similarities and differences? |
| 6 | * Previous Lesson |  |  |  |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

LKS2 Planning:  
Cycle A

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| Lesson  LKS2: The British Isles | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What is a country? | Scotland  Wales  England  Northern Island  Isle | * Can I identify the difference between GB, UK and the British Isles using map skills? | * Identify 3 main Isles in Great Britain? * Identifying maps and flags around the British Isles |
| 2 | * What are the 3 main Isles? | London- Tower bridge  Edinburgh – Castle  Belfast- Giants Causeway  Locational knowledge | Can I Identify capital cities around the UK  And Focus on features (landmarks)   * Using place and locational knowledge | * Explain key features of the United Kingdom landmarks.   London- Tower bridge  Edinburgh – Castle  Belfast- Giants Causeway  (google earth) |
| 3 | * 3 main landmarks | Lake Windermere  Snowdonia  Eryri | * Can I compare two different cities using physical features? * Comparing the causing of effect. | * Lake district & Snowdonia   Mountain areas/lake areas   * Looking at natural features, lakes, rivers and mountains around 2 specific areas. |
| 5 | * Two facts about Lake district and Snowdonia | Compare contrast  Human features  Location and knowledge | * Can I Compare two capital cities London and Edinburgh? * Why they are these landmarks so important for both capital cities? | * Comparing secondary resources (images) * Comparing and contrasting both cities. (past and present)   Location and knowledge |
| 4 | * What’s the difference between human and physical features? | physical and human features. | * Can I use secondary resources to create an information booklet based on the research found around the British isles?   Task\* create a postcard and send it to another country describing the British isles, based on landmarks and animals. | Pupils could discuss, as a class, what they know about the different countries of the British Isles and which they have visited. Ask the children to choose one of the countries and make a poster about its wildlife using the information provided. They could embellish the poster with symbols and icons of their chosen country. |
| 6 | * Name two man-made features important to each town? | Landmarks  Capital cities | * Can I identity and secure strong locational/place knowledge of the UK? | * Full afternoon. * Creating own map based on the UK focusing on features, famous people, famous landmarks all around the British Isles |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons to create DPS.  Pupil voice of topic! (feedback peer to peer/staff) | | | |

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| Lesson  LKS2: Exploring Europe – Scandinavia. What would it be like to live in Scandinavia? | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * Can you name the world continents? | Europe  Capital cities | Can I locate Europe and identify its features? | Look at a world map and identify the continent of Europe. Map some of the countries and capitals. |
| 2 | * Which countries can you recall? |  | Can I locate Scandinavia and which countries are part of it? | Identify Scandinavia, countries and capitals. What might it be like? Look at images and collate impressions. |
| 3 | * What types of weather are there? Weather map to identify | Climate, | Can I understand the climate in Scandinavia? | Look at the climate in Scandinavia. How does this affect lifestyles? Compare and contrast with UK. |
| 4 | * Pictures – name physical features | physical, landscape | Can I recognise key symbols on a map and focus on the physical features of Norway? | Look at images of landscapes in Scandinavia. Add key features to map. Wonder – Northern Lights  Recognise key symbols on the map |
| 5 | * Pictures – name physical features | human, man made | Can I research the human features of Norway? | Children to research given area to identify the human geography of the country. |
| 6 | * Select from word bank, words which are linked to Scandinavia | Compare climate | Can I explain how Norway is different to England? | Draw comparisons of some of the features of England and Norway or Hull/London. |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  LKS2: Why is water so important? | Retrieval | Key Vocab | Key Learning | Lesson Design |
| 1 | * What do you know? | Water  Water cycle | * Can I explain why water so important to Earth? * 71% of the earth is covered by water * Highest percentage of water pollution around the world | * Why is water so important to Earth?   Google earth images  Pictures to represent   * Describe in detail the water cycle |
| 2 | * What are the key components of the water cycle | Filtration  treatment | * Can I use resources to help identify a filtering system? * Water has to go through a cleaning process before it can be drank | * Experiment (collect results)   Filtering water using different physical resources, sand, mud and rocks. |
| 3 | * Why do we need clean water? |  | * Can I identify the reasons of unfiltered water? * Clean drinking water is something which is not available to all people | * Create a poster * (School trip) To identify th presence of some species of invertebrates can be used as an indicator of levels of water pollution |
| 4 | * Previous Lesson | Environment | * Can I explain the Human and natural causes of water pollution? | * Natural causes of water pollution; volcanoes, algae blooms, animal waters and floods. |
| 5 | * Previous Lesson | Pollution | * Can I evidence why Plastic pollution is one of the world’s most worrying environmental issues? | * Human causes of water pollution- looking at different human activity; sewage, pesticides, fertilizers and waste. |
| 6 | * Why is pollution bad for our environment? | Recycle  reuse | * Two ways in which people can combat plastic pollution. * Could size of a country matter? Ie: England and China? | * Class debate- discussing the importance of looking after our planet |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

UKS2

Planning

Cycle A

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| Lesson  UKS2: Hull’s place in Europe | Retrieval | Key Vocab | Key Components | Lesson Design |
| 1 | * Where is Hull? Place in context of county etc | Transportation  Location | How does Hull’s place in Europe affect trade and transport? | Use maps and Google Earth to identify where Hull is within England. How would this affect transportation of goods? |
| 2 | * Countries and capitals in Europe – which can I remember? |  | What are some of the countries of Europe and their capitals? | Using maps and range of secondary sources, identify countries and capitals. What might they be like? |
| 3 |  | Import  Export  Trade | How does Hull trade with Europe? | Identify import and export with other countries. Compare with the past. How are these goods transported? |
| 4 | * What do I know of the Scandinavian Countries (LKS2) | Twinned city | What does it mean to be twinned with Reykjavik? | Secondary sources work to identify relationship between the two countries and to draw comparisons. |
| 5 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  UKS2: The Americas – What would it be like to live in America? | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * How is our world split up? Continent, countries, cities etc. | North America  South America | What countries are found in the Americas? | Use atlases and digi maps to locate some countries and capital cities in N and S America, inc UK dependent territories |
| 2 | * Retrieve names of countries | Equator longitude  Latitude Tropics  Hemisphere | Where in the world are the Americas? | Revise longitude, latitude etc. Find out how global position affects climate/biome. Make comparisons. |
| 3 | * Key lines on a map | Climate | What is the climate like in the Americas? | Use a climate map to identify the types of climate? Link to position and compare to UK. |
| 4 | * What do you remember about the rainforests? | Biomes | Which biomes can be found in the Americas? | Koppen System and Biome maps to identify the biomes of the Americas. Group research about given places. |
| 5 | * What am I? – description of physical/human features | Human Physical | What are some of the key physical and human features in the Americas? | Research a place in North or South America and present findings comparing to UK. Preference? |
| 6 | * Wonders – Zeus at Olympia and Pyramids of Giza | Modern Ancient | What are the wonders of America? | Use images and secondary sources to create a leaflet about physical wonders of America e.g Niagara Falls |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  UKS2: Climate Change | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do you know? |  | * Climate change is a long term change in the average weather patterns that have come to define Earth’s local, regional and global climates |  |
| 2 | * Previous Lesson |  | * Climate change has a number of causes-name some of these |  |
| 3 | * Previous Lesson |  | * Climate change has a number of consequences – name some of these |  |
| 4 | * Previous Lesson |  | * Global warming is a result of gases being trapped in the atmosphere |  |
| 5 | * Previous Lesson |  | * Many people strive to reduce the effect of climate change- give some ways |  |
| 6 | * Previous Lesson |  | * Renewable energy is a way of combatting climate change. |  |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

KS1 Planning:

Cycle B

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| Lesson  KS1: Weather | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What is weather? | Weather  Rain  Snow  Sun  Fog | * To understand what the weather is like in our country. * To look at the weather where we live. | * At the start of the half term we will begin daily weather diaries observing the changing weather. * Start the lesson by identifying on a map where we live. Brainstorm what the weather is like through out the year. |
| 2 | * Can you name the weather today. | Spring  Summer  Autumn  Winter  Different | * To understand the different seasons in a year * To describe how the weather can affect us. | * Introduce the season with a song. Discuss the months in each season. * Create a seasons picture showing what clothing is required in each season. |
| 3 | * What are the four seasons. | Weather  Forecast  Symbols | * To understand what weather forecasts show * To use key words to describe the weather | * Introduce the weather forecast to children with a video. Highlight how a map is used to help explain the weather. Children create and present their own weather forecast. |
| 4 | * Can you label the weather forecast pictures. | Dangers  Hazard | * To understand the dangers of the weather | * Discuss different weathers and brainstorm any dangers. * Discuss snow/ ice and how this can cause hazards- children to experience a practical version of ice. * Children to create a poster explaining the dangers of ice. |
| 5 | * Name one danger we face because of the snow. | Hot  Cold  Map  Equator  The poles | * To use map skills to locate hot and cold countries. | * Look at a map and label the continents children then to label the hot and cold countries due to their closeness to the Equator. |
| 6 | * What is the weather like in Africa? | Hot  Cold  Map  Equator  The poles | * To understand what hot and cold countries are like | * Children make comparisons between Antarctica and Africa and what it would be like to live there. |
| 7 | Children to answer the key enquiry question: Why are weather forecasts important?  Selection of knowledge from previous lessons. | | | |

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| Lesson  KS1: On Safari | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do we know about countries that are close to the equator? | Kenya  Africa  Equator  Country  Nairobi | * To understand where Kenya is in the world. | * Locate Kenya on a map. |
| 2 | * Where is Kenya located? | Kenya  Rivers  Mountains  Culture  Weather | * To understand what life is like for people living in Kenya. | * Make a fact file about Kenya. |
| 3 | * Write 3 facts about Kenya. | National park  Key  Symbol | * To understand what a national park is. | * Design own National Park using symbols and a key. |
| 4 | * What is a national park? | Big five  African  Animals | * To understand main animals in Kenya and why they are so important | * Research one of the Big five animals. Create fact sheets for the floorbook. |
| 5 | * Name one of the big five animals | Maasai Tribe  Kenya  Culture | * To gather research and understand different cultures in Kenya. | * Describe Maasi culture. After watching videos, create fact file for books/floorbooks. |
| 6 | * Write one fact about the masaai tribe. | Compare  Similar  Different | * To compare their lives to a child in Kenya. | * Compare life in Kenya to life in the UK. Draw and list similarities and differences. * Which one do they think is better? |
| 7 | Children to answer the key enquiry question: What is life like in Kenya?  Selection of knowledge from previous lessons. | | | |

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| Lesson  KS1: Mapping and the Seaside | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * Why do people visit the seaside? * Can you name any seaside resorts? | Visit  Seaside  Resort  Holiday  Attractions  Maps  Coast | * To use a map to find seaside resort. * To research a seaside resort. | * To discuss what a seaside is and why people visit. * Look at seaside resort close to us on Google maps and also in an atlas. * To research a seaside resort. |
| 2 | * What can you do at the seaside? | Seaside  Coastline  Pier  Lighthouse  Sea  Beach | * To name the features of the seaside. | * To look at different features at the beach and label them onto a picture. Y1 children have a wordbank to use. |
| 3 | * Name a feature of the seaside. | Human  Physical  Seaside  Cliffs  Beach  Promenade  Features  Vegetation | * To understand human and physical features. * To sort human and physical features at the beach. | * To recap on human and physical features. * To look at the features of the beach and sort into human and physical. |
| 4 | * Name a human feature of the beach. | St Ives  Cornwall  Town  Harbour  Map  Coast  Route  Attractions | * To use key words to describe the town of St. Ives and some of the man-made and natural features that exist there.   \* To compare my own local area with St. Ives.  \* To plan a route and tour around St Ives using a map and compass directions. | * To look and explore the seaside town of St Ives. * To plan a tour around St Ives using a map. |
| 5 | * Tell me something about St Ives. | Islands  British  Hot  Cold  Mainland  United Kingdom | To use a map to identify the main British islands.  To understand the location of hot and cold islands in the world. | * To use an atlas to find the main British islands and record their locations on a map. |
| 6 | * Name a British island. | Seaside  Map  Trip  Attractions  United Kingdom | * To plan your own trip to the seaside. | * To plan our own trip to the seaside. What would I take with me? What would I do? How would we get there? |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

LKS2 Planning:

Cycle B

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| Lesson  LKS2: Extreme Earth- Physical themes | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * Can you label the earths structure? | Crust  Mantal  Outer core  Inner core | * To describe what you find underground.   <https://navigatingbyjoy.com/2013/04/13/clay-model-of-the-earths-layers/> | Can I investigate the earths structure?  -Create the earths structure using playdoh. |
| 2 | * What are the four main structures of the earth? | Pangea  Tectonic plates  Tectonic movement | * To explain how volcanoes are formed and located. | * Hook- Pangea * Can I identify and explain tectonic plate movements? |
| 3 | * How do tectonic plates move? |  | * To explain how volcanoes affect people’s lives | * Practical lesson (Debate)   Positive and negatives aspects of living near a Volcano |
| 4 | * 2 positives and 2 negatives about volcanoes. | Richter scale  Seismologist | * To explain what causes earthquakes and how they are measured | * Children to investigate the earthquakes and become seismologists. |
| 5 |  | Earth quakes | * To explain what causes tsunamis | * What is a tsunami and how is it formed? |
| 6 | * Label how a tsunami is formed? |  | * To explain how Tsunamis affect people | * Can I explore the effects of tsunamis? |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  LKS2: Rainforests | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What |  | * What is a rain forest and where are rainforest located? * What/who lives in the rainforest? | * Can you create the different layers of the rainforest and write about where the rainforests are located. |
| 2 | * Previous Lesson | Climate  Latitude  Hemisphere  Time zones | * Why is life in the rainforest different to our lives? * What are the different types of Rainforests and where can they be found? | * Can I identify 3 different rainforests and compare them to on another? * Using junior atlas and books. |
| 3  4 | * Previous Lesson * Previous Lesson | Climate zones  Biomes  vegetation   * What is so special about rainforests? * Why are they so valuable?   Deforestation   * What are the threats to the rainforests? | | * Write a letter to Sir David Attenborough about how we need to save the planet and why rainforests are so important |
| 5 | * Previous Lesson | Settlement  Economic  Trade  Distribution | * What can we do to protect rainforests * Should they be preserved or protected? | * Class debate |
| 6 | * Previous Lesson |  | * public speech and create a double page spread | * create a double page spread using all secondary resources. * Atlas, books and prior knowledge |
| 7 | Children to answer the key enquiry question:  Selection of knowledge from previous lessons. | | | |

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| Lesson  LKS2: What is it like in Central America?- Costa Rica (Sustainable country) | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * Can you name layers of the rain forest. | Pacific ocean  Costa Rica  Central America | * To understand where Costa Rica is? * To know the physical aspects (what’s surrounded by Cost Rica) google earth * Why is Costa Rica an important island of Central America | * To Identify/Map the key components of Costa Rica as a continent in Central America * Look at different flags |
| 2 | * Where is Costa Rica Near? |  | * Focus on the capital of Costa Rica * San Jose * Using secondary resources to find information about human and physical features. | * Create a poster to invite people to Costa Rica * Describing all human and physical features around the area. |
| 3 | * Previous Lesson | Independent nation  Population  Settlements | * To be able to understand why Costa Rica is an independent nation? * Understand the uses of trading. * Sustainability. | * To create a presentation/speech to tell the world why Costa Rica is the most stable democratic government. |
| 4 | * Previous Lesson | Landscape | * Identifying the different biomes around Costa Rica | * Identifying the cloud forest * Volcanos surrounding Costa Rica. * 5 percent of the existing biodiversity in the entire world. * Costa Rica is the only megadiverse country in Central America. |
| 5 | * Previous Lesson |  | * Identify the main agricultural products in Costa Rica. * Trading system | * Tasting lesson. * Comparing the textures and tastes. * Why these ingredients are so important. |
| 6 | Group presentations.  Why the UK should be more like Costa Rica.  The benefits of the country. | | | |

UKS2 Planning:

Cycle B

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| Lesson  UKS2: Changing World – Coasts and Rivers | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do you know? * Human and physical geography | North Sea  cliff  beach  hydraulic action  attrition  abrasion  waves | * Explain how water and weather can change the landscape | * Children learn about the course of a river and how erosion shapes it and the coastline |
| 2 | * Human and physical geography | beach nourishment  erosion  Groyne  gabion  rock wall  tides  currents  sea level change | * Understand how costal features are formed | * Children learn about erosion and coastal defences * Children undertake an experiment to test the effectiveness of coastal defences |
| 3 | * Define and explain erosion | tides  currents  longshore drift | * Identify costal features of the UK | * Children study the Yorkshire Coastline and identify risks and defences |
| 4 | * Cliffs and coastal defences | erosion  Spit | * Explain how the coastline of the UK and the Holderness Coast has changed over time | * Look at historical maps and learn about the causes of erosion on the Holderness Coast |
| 5 | * Stump, Stack, Cave | sea level change | * Explain how and why landscapes change over time | * Children discuss and share their research and conclusions on coastal defences |
| 6 | * Groynes and longshore drift | hydraulic action | * Predict how physical factors might change the landscape in the future | * Debate on whether the coast should be defended against erosion |
| 7 | Children to answer the key enquiry question: Should the coastline be protected in the form of an oral presentation | | | |

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| Lesson  UKS2: Mountains | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do you know? | **Latitude**  **Longitude** | * **locate the world’s famous mountains using latitude and longitude** | * Children use atlas to locate mountain ranges using topographical maps |
| 2 | * **Name 3 features of the Holderness Coast** | **Mountain**  **Mountain Range**  **Tectonic plates** | * **locate the world’s tallest mountain ranges using an atlas?** | * Children locate tallest mountains using locational knowledge |
| 3 | * Label the continents | Plateu summit | * **identify the key features of mountains?** | * Children learn to identify key fetures of a mountain |
| 4 | * List 3 features of a mountain | Tectonic plates | * **explain how mountains form** | * Children use diagrams and annotations to learn and explain how mountains formed |
| 5 | * **3 features of a mountain and describe them** | **Magma**  **Crust** | * **explain how fold mountains form** | * Children take an in-depth look at how magma and the tectonic plates effect the earth’s surfcace |
| 6 | * Agree/Disagree **Mountain ranges tend to lie between the Tropic of Cancer and the Tropic of Capricorn** | climate | * **describe and explain mountain climates** | * Children use climate graphs to learn about mountain climates |
| 7 | Children to answer key questions from the unit in the form of an end of unit assessment  Selection of knowledge from previous lessons. | | | |

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| Lesson  UKS2: Mapping | Retrieval | Key Vocab | Key Component | Lesson Design |
| 1 | * What do you know? * Use an Atlas to locate China | Longitude, latitude, Prime Meridian, Equator, Grid references | * Locate region/country, latitude & longitude | * Children use Atlas skills and maps to locate the country and identify its key features |
| 2 | * Use a key to find topographical features | Topographical, valley, aerial, satellite, elevation, landscape | * Locate mountains (retrieval) and rivers- landscape study | * Children use topographical maps to explore the landscape of the region |
| 3 | * Identify natural resources | Settlement, settler, site, natural resources, uninhabitable, fertile, rich | * Aerial views, physical and human geography | * Children explore different locations considering landscape features that affect settlement choices |
| 4 | * Use an Atlas to locate and describe the location of Brazil | Compass points, regions, hemisphere, climate | * Locate region/country, latitude & longitude | * Children use Atlas skills and maps to locate the country and identify its main physical features |
| 5 | * Use a topographical map to identify mountains in Brazil | Human, man-made, population, remote, city, village, town | * Aerial views, physical and human geography | * Children explore different locations considering landscape features that affect settlement choices |
| 6 | * Identify country described by its physical features | resources, physical geography, human geography, economic, infrastructure | * Make comparisons between both countries including climate | * Children review what they know about each location and compare their physical and human features |
| 7 | Children to answer the key enquiry question: Would you rather live in China or Brazil? Children create an A3 poster for their preferred country outlining all its key features. | | | |

Assessment in Geography

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| **Geography – By the end of year 2** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| Can they say what they like about their locality?  Can they sort things they like and don’t like?  Can they answer some questions using different resources, such as books, the internet and atlases?  Can they think of a few relevant questions to ask about a locality?  Can they answer questions about the weather?  Can they keep a weather chart?  Can they label a diagram or photograph using some geographical words?  Can they find out about a locality by using different sources of evidence?  Can they find out about a locality by asking somerelevant questions to someone else?  Can they say what they like and don’t like about their locality and  another locality like the seaside? | Can they tell someone their address?  Can they explain the main features of a hot and cold place?  Can they describe a locality using words and pictures?  Can they explain how the weather changes with each season?  Can they make observations about the weather using detail and description?  Can they name key features associated with a town or village,  e.g. ‘church’, ‘farm’, ‘shop’, ‘house’?  Can they label a map of an African country with some physical features?  Can they describe some physical features of their own locality?  Can they explain what makes a locality special?  Can they describe some places which are not near the school?  Can they describe a place outside Europe using geographical words?  Can they describe some of the features associated with an island?  Can they describe the key features of a place, using words  like, beach, coast forest, hill,  mountain, ocean, valley? | Can they begin to explain why they would wear different clothes  at different times of the year?  Can they tell something about the people who live in hot and cold places?  Can they explain what they might wear if they lived in a very hot or  a very cold place?  Can they label a map of an African country with some human features?  Can they describe some human features of their own locality,  such as the jobs people do?  Can they explain how the jobs people do may be different in different parts of the world?  Do they think that people ever spoil the area? How?  Do they think that people try to make the area better? How?  Can they explain what facilities a  town or village might need? | Can they identify the four countries making up the United Kingdom?  Can they name some of the main towns and cities in the United Kingdom?  Can they point out where the equator, north pole and south  pole are on a globe or atlas?  Can they recognise and use weather symbols?  Can they describe an African country and what it is like there?  Can they name the continents of the world and find them in an atlas?  Can they name the world’s oceans and find them in an atlas?  Can they name the major cities of England, Wales, Scotland and Ireland?  Can they find where they live on a map of the UK? |

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| **Geography – By the end of year 4** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| -Do they use correct geographical words to describe a place and the events that happen there?  -Can they identify key features of a locality by using a map?  -Can they begin to use 4 figure  grid references?  -Can they accurately plot NSEW on a map?  -Can they use some basic OS map symbols?  -Can they make accurate  measurement of distances within 100Km?  -Can they carry out a survey to  discover features of cities and  villages?  -Can they find the same place on a globe and in an atlas?  -Can they label the same features on an aerial photograph as on a map?  -Can they plan a journey to a place in England?  -Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? | -Can they use maps and atlases  appropriately by using contents  and indexes?  -Can they describe how volcanoes are created?  -Can they describe how  earthquakes are created?  -Can they confidently describe  physical features in a locality?  -Can they locate the Scandinavian countries and explain why they are popular holiday destination?  -Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?  -Can they describe what the climate is usually like in a tropical rainforest?  -Can they describe the main features of a well-known city?  -Can they describe the main features of a village?  -Can they describe the main  physical differences between  cities and villages?  -Can they use appropriate symbols to represent different physical features on a map? | -Can they describe why people might choose to live near a volcano and how it impacts on life?  -Can they confidently describe  human features in a locality?  -Can they explain why a locality  has certain human features?  -Can they explain why a place is  like it is?  -Can they explain how the lives of  people living in the Scandinavian countries would be different from their own?  -Can they describe how human activities are affecting the rainforests?  -Can they explain why people are  attracted to live in cities?  -Can they explain why people may  choose to live in a village rather  than a city?  -Can they explain how a locality  has changed over time with  reference to human features?  -Can they find different views  about an environmental issue?  What is their view?  -Can they suggest different ways  that a locality could be changed  and improved? | -Can they name a number of  countries in the Northern  Hemisphere?  -Can they locate and name some of the world’s most famous volcanoes?  -Can they name and locate some well-known European countries and their capitals?  -Can they name some countries in which rainforests are found?  -Can they identify that rainforests are located around the Equator?  -Can they name the layers of the rainforest and describe what they are like?  Can they locate the Tropic of  Cancer and the Tropic of  Capricorn?  -Do they know the difference  between the British Isles, Great  Britain and UK?  -Do they know the countries that  make up the European Union?  Can they name up to six cities in  the UK and locate them on a  map?  -Can they locate and name some of the main islands that surround the UK?  -Can they name the areas of origin of the main ethnic groups in the UK & in their school? |

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| **Geography – By the end of year 6** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| -Can they collect information  about a place and use it in a  report?  -Can they map land use?  -Can they find possible answers to their own geographical  questions?  -Can they make detailed sketches and plans; improving their accuracy later?  -Can they plan a journey to a place in another part of the world, taking account of distance and  time?  -Can they confidently explain scale and use maps with a range of scales?  -Can they choose the best way to collect information needed and decide the most appropriate units of measure?  -Can they make careful  measurements and use the data?  -Can they use OS maps to answer  questions?  -Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? | -Can they explain why many cities  of the world are situated by  rivers?  -Can they explain how a location  fits into its wider geographical  location; with reference to  physical features?  -Can they explain how the water  cycle works?  -Can they explain why water is  such a valuable commodity?  -Can they explain what weathering and erosion is and how these shape the land?  -Can they describe how some  places are similar and others are  different in relation to their  physical features?  -Can they accurately use a 4 figure grid reference?  -Can they create sketch maps  when carrying out a field study?  -Can they describe the climate of a Southern American climate? | -Can they explain why people are  attracted to live by rivers?  -Can they explain how a location  fits into its wider geographical  location; with reference to  human and economical features?  -Can they explain what a place  might be like in the future, taking  account of issues impacting on  human features?  -Can they give an extended  description of the human  features of different places  around the world?  -Can they map land use with their  own criteria?  -Can they describe how some  places are similar and others are  different in relation to their human features?  -Can they describe some ways in which human activity changes the landscape? | -Can they name and locate many of the world’s major rivers on maps?  -Can they name and locate many of the world’s most famous mountain regions on maps?  -Can they locate the USA and  Canada on a world map and  atlas?  -Can they locate and name the  main countries in South America  on a world map and atlas?  -Can they recognise key symbols used on ordnance survey maps?  -Can they name some features of a coastline?  -Can they name some famous UK coastal features?  -Can they identify and name the  Tropics of Cancer and Capricorn  as well as the Arctic and Antarctic circles?  -Can they explain how the time  zones work? |