

CURRICULUM INTENTION

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to **challenge stereotypes**, based around the **locality of the Humber** region that meets the **bespoke needs** of our children.

We aim to provide first-hand experiences that will stimulate enquiring, imaginative and creative minds which will widen the knowledge and skills required to deepen learning across all areas of the curriculum.



INTENT OF THE GEOGRAPHY CURRICULUM

The intent of the Geography Curriculum:

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum** that develops **contextual knowledge and understanding** based around the **locality of the Humber region** and that of the wider world. Our children will develop an understanding of the processes that give rise to **key physical and human geographical features** of the world, **make connections** through experiences of fieldwork to deepen their understanding and **interpret a range of sources** of geographical information.

GEOGRAPHY KNOWLEDGE AND SKILLS

To ensure that all pupils:

At Key Stage 1

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

At Key Stage 2

Pupils should be taught to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

TEACHING SEQUENCE OF GEOGRAPHY

Geographical Enquiry: When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.

E.g. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?

Build and expand on children's personal experiences to link knowledge and allow children to 'think like a geographer'.

Review: Brief review of learning covered in previous lesson/s

Geographical Vocabulary: Specific key subject content and specific vocabulary to be used and its meaning, both in practical and real-life context. Access language from knowledge organisers and knowledge walls within the classroom.

Locational Knowledge: Identify, name and locate locations using maps, aerial photographs, the internet and other sources of information

Knowledge and Understanding: Map reading skills, directional language and locational information to secure and understanding to locate features, developing 'spatial thinking'.



Communication: Organise and communicate geographical information in a variety ways to reach clear conclusions and explain findings.

Application: Apply their knowledge from their topic to the world around them locally and globally.

E.g. What could/should the world be like in the future? What can we do to influence change? These connections can be made across other subject areas.

ASSESSMENT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study below.

EYFS

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.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

Key Stage 1

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

Key Stage 2

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

FOUNDATION STAGE GEOGRAPHY

During the Early Years Foundation Stage children will develop their geographical understanding throughout the year as part of story-based projects. A large emphasis is placed upon developing children's vocabulary through texts and first-hand experiences. Regular opportunities for outdoor learning will provide opportunities to develop children's understanding of the changing seasons and different weather conditions. During the autumn term children will begin their geographical learning journey by exploring the geography of our own school and grounds, before progressing onto exploring the local area during the Spring term. Once children have a secure geographical understanding of the area in which they live, they will begin to explore contrasting environments from around the world during the Summer term. In addition, children will participate in theme days exploring different cultural festivals from around the world. They will be able to use a range of sources to support their enquiries including use of a variety of texts, fieldwork visits, small world provision and maps in relation to both core stories and the children's own interests. The development of these enquiry skills will prepare children for learning about different places and geographical processes as they progress onto the National Curriculum in Year 1.

Early Years Foundation Stage Framework (2021)

Educational Programmes: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goal: People, Cultures and Communities

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

Early Learning Goal: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

GEOGRAPHY

KS1

Year 1:

The Streets Where I Live <i>Create a Welton Bear Local Area Album- School/Streets Where I Live</i>	Place Knowledge Human and Physical Features Skills and Field Work Geographical Enquiry	Investigating Spaceship Earth Looking down on the earth, identifying the poles, the equator, UK, Hull, Welton	Location knowledge Skills Work Geographical Enquiry	Welton Bear meets Amy Johnson <i>Welton Bear Investigates Amy's flight paths-weather, place knowledge maps ad atlases</i>	Place knowledge Human and Physical Features Skills Work Geographical Enquiry
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Year 2:

Welton Village <i>Create a Welton Bear Local Area Album – Welton</i>	Location Knowledge Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry	Hull and Kimberley Understand geographical similarities and differences through studying the human and physical geography	Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry	An Island Home Be able to investigate places and environments by asking and answering questions, making observations, and using sources such as simple maps, atlases, globes, images and aerial photos	Location knowledge Human and Physical Features Geographical Enquiry
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By the end of KS1:

Contextual World Knowledge: Children to have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.

Understanding: Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

Geographical Enquiry: Be able to investigate places and environments by asking and answering questions, making observations, and using sources such as simple maps, atlases, globes, images and aerial photos.

		Year 1	Year 2
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans	Name the four countries that make up the UK and name the three main seas that surround the UK Spaceship Earth Welton Bear meets Amy Johnson	Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Welton Village, Hull and Kimberley, An Island Home

<p>Place Knowledge</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Identify the features of hot and cold places in the world</p> <p>Spaceship Earth Welton Bear meets Amy Johnson</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><i>To include: Explaining what makes a locality special, describing some places which are near school and explain what facilities a town or village might need</i></p> <p>Hull & Kimberley</p>
<p>Human and Physical Features</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> and <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Know the features of hot and cold places in the world</p> <p>Know which is the hottest and coldest season in the UK</p> <p>Know and recognise main weather symbols</p> <p>Know the main differences between city, town and village</p> <p>Welton Bear meets Amy Johnson Spaceship Earth</p>	<p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Identify the following human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>To be able to explain the facilities that a village, town and city may need and give reasons.</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p> <p>Welton Village Hull & Kimberley An Island Home</p>
<p>Skills and Fieldwork</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions</p> <p>Use aerial photos, construct simple maps</p>	<p>Know where the equator, North Pole and South Pole are on a globe</p> <p>Know which is N, E, S and W on a compass</p> <p>Know their address, including their postcode</p> <p>Spaceship Earth The Streets Where I Live Welton Bear meets Amy Johnson</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Undertake simple fieldwork within the school locality</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Welton Village Hull & Kimberley An Island Home</p>

<p style="text-align: center;">Geographical Enquiry</p>	<p>Undertake simple fieldwork within school locality</p>	<p>Be able to ask and respond to simple questions (e.g. What is this place like? Why is this place as it is? What would it feel like to be in this place?) Be able to use simple resources to research and find out about places Be able to describe and explain observations about the geography of the school and its surrounding environment Be able to investigate changes in the immediate environment Be able to identify and explain seasonal trends and simple weather patterns Be able to explain how people respond when living in hot and cold places <i>Be able to undertake simple fieldwork within locality</i> <i>To be able to explain how people respond when living in hot and cold places</i></p> <p>The Streets Where I Live</p> <p>Welton Bear meets Amy Johnson</p>	<p>Be able to ask and respond to simple geographical questions (e.g. Where is it? What is this place like?) Be able to give views and opinions about the place I live in using observations and data Be able to compare and contrast a place outside Europe using geographical words (concentrating on islands and sea sides) Be able to give opinions about a different place Be able to explain how a place has been spoilt or improved and give reasons Be able to identify and describe the features of a place from a photograph Be able to identify and describe some features of an island Be able to explain the facilities that a village, town and city may need and give reasons <i>Be able to find out about a locality by using different sources of evidence</i> <i>Be able to label a diagram or photograph using some geographical vocabulary</i></p> <p>Welton Village Hull & Kimberley An Island Home</p>
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GEOGRAPHY
Lower Key Stage 2

Year 3:

Brough <i>Local Area Study</i>	Location Knowledge Skills and Fieldwork Geographical Enquiry	Brough and Italy <i>Compare living in Brough with living in Italy</i>	Place Knowledge Location Knowledge Skills and Fieldwork Geographical Enquiry	Earthquakes and Volcanoes in Italy <i>Vesuvius, Stromboli, Etna and Apennines mountain ranges</i>	Human and Physical Features Knowledge Location Knowledge Skills and Fieldwork Geographical Enquiry
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Year 4:

Hull and the Humber Ports <i>Understand key aspects of 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</i>	Human and Physical Knowledge Location Geographical Enquiry	Mountains and Rivers <i>Starting with the Humber</i> <i>Place the world's longest rivers and highest mountains on map/globe with reference to skills and field work knowledge</i>	Human and Physical Knowledge Location Skills and Fieldwork Geographical Enquiry	Tropical Rainforests <i>Including an investigation of changes in an environment including environmental issues</i>	Human and Physical Knowledge Location Knowledge Skills and Fieldwork Geographical Enquiry
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By the end of LKS2:

Contextual World Knowledge: *Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.*

Understanding: *Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places and understand some reasons for similarities and differences.*

Geographical Enquiry: *Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images, and aerial photos. They can express their opinions and recognise that others may think differently.*

		Year 3	Year 4
Place Knowledge	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	Know at least five differences between living in the UK and a Mediterranean country Brough and Italy	
Human and Physical Features Knowledge	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	To be able to describe and understand key aspects for physical geography including volcanoes and earthquakes Earthquakes and Volcanoes in Italy	Know and label the main features of a river Know the name of and locate a number of the world's longest rivers Know the names of a number of the world's highest mountains Explain the features of a water cycle Describe and understand key aspects of physical geography with a focus on mountains and rivers Know why most cities are located by a river Label layers of a rainforest and know what deforestation is Hull and the Humber Ports Mountains and Rivers Tropical Rainforests
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	Know the names of and locate at least eight European countries Know the names of and locate at least eight counties and at least six cities in England Know the names of four countries from the southern and four from the northern hemisphere Brough and Italy Earthquakes and Volcanoes in Italy Brough Local Area Study	Know the names of and locate at least eight major capital cities across the world Know where the main mountain regions are in the UK Know, name & locate the main rivers in the UK Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Hull and the Humber Ports Mountains and Rivers Tropical Rainforests

	Circle, the Prime/ Greenwich Meridian and time zones (including day and night)		
Skills and Fieldwork	<p>Use maps, atlases, globes, digital mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use maps to locate European countries and capitals.</p> <p>Know and name the eight points of a compass</p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Use Maps, atlases, globes and digital mapping to locate and describe features studied</p> <p>Brough and Italy</p> <p>Earthquakes and Volcanoes in Italy</p> <p>Brough</p> <p>Local Area Study</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To be able to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Mountains and Rivers</p> <p>Tropical Rainforests</p>
Geographical Enquiry	<p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Be able to ask/initiate/pose geographical questions, communicate and analyse the findings and begin to draw conclusions</p> <p>Be able to compare and contrast two countries in the northern hemisphere</p> <p>Be able to describe and explain how the key aspect of geography works. e.g. volcanoes and earthquakes</p> <p>Be able to use the terms human and physical geography</p> <p>Be able to use geographical words to describe a place, relevant to context studied</p> <p><i>To be able to ask geographical questions, communicate and analyse the findings and begin to draw conclusions</i></p> <p><i>To be able to use geographical words to describe a place, relevant to the context studied</i></p> <p>Brough and Italy</p> <p>Earthquakes and Volcanoes in Italy</p> <p>Brough</p> <p>Local Area Study</p>	<p>Be able to pose and respond to geographical questions, communicate and analyse the findings and begin to draw conclusions from own research and fieldwork activities.</p> <p>Be able to understand geographical similarities and differences through the study of human and physical geography</p> <p>Be able to describe and understand key aspects of physical geography, including: climate zones, biomass and vegetation (linked to rainforests)</p> <p>Be able to identify reasons and draw conclusions to why people may be attracted to live in a certain place</p> <p>Be able to investigate and summarise changes in an environment including environmental issues</p> <p>Be able to understand that people can influence and change the environment</p> <p>Be able to use accurate and precise geographical words to describe a place, relevant to context studied.</p> <p>Be able to understand Geographical similarities and differences through the study of human and physical geography</p> <p>Be able to understand that people can influence and change the environment.</p> <p>Hull and the Humber Ports</p> <p>Mountains and Rivers, Tropical Rainforests</p>

GEOGRAPHY
Upper Key Stage 2

Year 5:

<p>Journey to America <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</i></p>	<p>Locational Knowledge Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry</p>	<p>Compare Greece and the East Riding as a holiday destination</p>	<p>Locational Knowledge Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry</p>	<p>Pakistan <i>Describe and understand key aspects of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>Place Knowledge Human and Physical Features Geographical Enquiry</p>
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Year 6:

<p>Investigating Climate and Biomes <i>Mapping the climate zones and biomes, understand and describe how distance from the equator affects climate around the world. Learn about the plants, animals and climate within five of the world biomes, explore the effects of climate change on the world's climate zones and biomes.</i></p>	<p>Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry</p>	<p>Investigating World Fair Trade (including where UK imports/ exports to) <i>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links</i></p>	<p>Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry</p>	<p>What does it mean to be a Refugee? Venezuela <i>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. Know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. Show some understanding of the links between places, people and environments.</i></p>	<p>Place Knowledge Human and Physical Features Skills and Fieldwork Geographical Enquiry</p>
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By the end of UKS2:

Contextual World Knowledge: *Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.*

Understanding: *Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.*

Geographical Enquiry: *Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.*

		Year 5	Year 6
Place Knowledge	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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country Know key differences between living in the UK and in a country in either North or South America Journey to America Compare Greece and the East Riding as a holiday destination	
Human and Physical Features Knowledge	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Understand key aspects of physical geography including: climate zones, mountains and earthquakes and human geography To understand geographical similarities and differences through the study of human and physical geography Know the names of and locate some of the world's deserts Journey to America Compare Greece and the East Riding as a holiday destination Pakistan	Be able to describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Know main human and physical differences between developed and third world countries Know why are industrial areas and ports are important Know what is meant by biomes and what are the features of a specific biome To know why industrial areas and ports are important. Investigating Climate and Biomes Investigating World Fair Trade What does it mean to be a Refugee?- Venezuela

<p>Locational Knowledge</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical/human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of 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)</p>	<p>Know the names of, and locate, a number of South or North American countries</p> <p>Be able to compare a region in UK with a region in N/S America with significant differences and similarities</p> <p>Know the location of the world's countries, using maps to focus on Europe noting their environmental regions, key physical/human characteristics, countries and major cities.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features, land use patterns and how these might have changed over time.</p> <p>Know and name a number of European capitals</p> <p>Journey to America</p> <p>Compare Greece and the East Riding as a holiday destination</p> <p>Pakistan</p>	<p>Know about time zones and work out differences</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p> <p>Be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns and how some of these have changed over time.</p> <p>Investigating Climate and Biomes</p> <p>Investigating World Fair Trade</p> <p>What does it mean to be a Refugee?</p> <p>Venezuela</p>
<p>Skills and Fieldwork</p>	<p>Use maps, atlases, globes, digital mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Use maps, atlases, globes and digital mapping</p> <p>Be able to create own investigation, collection and recording of data to support geographical observations and suggest conclusions</p> <p>Be able to describe and understand key aspects of physical geography and human geography including trade between UK and Europe.</p> <p>Compare Greece and the East Riding as a holiday destination</p>	<p>To be able to use maps, atlases, globes and digital mapping to locate countries.</p> <p>Use Google Earth to locate a country or place of interest & to follow the journey of rivers, etc.</p> <p>Know what most of the Ordnance Survey symbols stand for</p> <p>Know how to use six-figure grid references</p> <p>Investigating Climate and Biomes</p> <p>Investigating World Fair Trade</p> <p>What does it mean to be a Refugee?</p> <p>Venezuela</p>
<p>Geographical Enquiry</p>	<p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p>	<p>Be able to create own investigation, collect and record data to support geographical observations and suggest conclusions (physical and human)</p>	<p>Be able to use accurate and precise vocabulary to describe two places in relation to their physical and human features (including topographical features, climate zones, biomes, vegetation belt, rivers,</p>

	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Be able to compare a region in UK with a region in N/S America with significant differences and similarities</p> <p>Be able to describe and understand key aspects of: Physical geography including coasts, rivers and water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe</p> <p>Be able to describe and understand key aspects of economic activity, including trade links and the natural distribution of natural resources including energy, food, minerals and water (Fair-trade)</p> <p>Be able to hypothesise and use appropriate vocabulary to describe the fit of a location within its wider geographical location, making reference to human and economical features</p> <p>Journey to America Compare Greece and the East Riding as a holiday destination Pakistan</p>	<p>mountains, volcanoes and earthquakes and the water cycles)</p> <p>Be able to compare and contrast two places in relation to their physical and human features</p> <p>Be able to evaluate critically two places in relation to their physical and human features</p> <p>Be able to hypothesise about two places in relation to their physical and human features and understand some of the reasons for these differences and similarities</p> <p>Be able to understand how these features have changed over time</p> <p>Be able to use time zones to identify the time in different locations around the world</p> <p>Be able to calculate the time difference between locations around the world</p> <p>Investigating Climate and Biomes Investigating World Fair Trade What does it mean to be a Refugee? Venezuela</p>
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