Subject: Geography

RATIONALE FOR OUR GEOGRAPHY CURRICULUM AT WHITE MEADOWS:

White Meadows Primary Academy definition: Geography is knowing where places are, the Earth's physical features and how people affect and are affected by the natural word.

Our geography curriculum aims to inspire a curiosity and fascination about the world. Geography will teach a contextual knowledge of locations, places and geographical features, including the name and location of the continents, where the UK sits within the world and where Littlehampton and capital cities of the UK are situated. It enables pupils to compare their life in this area with that in other regions of the United Kingdom and in the rest of the world. Through building upon growing knowledge and understanding of human geography, children gain an appreciation and tolerance of life in other cultures. Across their time at White Meadows, the children will be taught skills to allow them to become competent in geographical enquiry: In EYFS the geography learning objectives are taught through child-led and topic-based learning. Where specific objectives are not covered these will be taught discreetly. Geography will be taught discreetly throughout KS1 and KS2 whilst links will be made across the curriculum when it will enhance the children's understanding. Throughout the geography journey, we aim to develop the skills of research, investigation, analysis and problem-solving through an enquiry led approach. This ensures that the children are fully prepared for their transition to secondary school. Geography lessons will allow children that have SEND to build confidence and self –esteem and achieve success through practical activities: activities can be adapted by using technology (audio-recording, filming) to record their learning and by prior teaching of topic specific vocabulary. For all children, final pieces of work can be presented through a range of mediums, such as, models, films, PowerPoint, verbal presentations. Geography will teach our children to understand and use subject specific vocabulary, and to question events that happen within the world, whilst motivating them to understand and recognise the importance of sustainable development for the future. We aim for the teaching of Geography to provide the children with a lasting interest in the subject and the world in which they live.
This progression has been developed to ensure that objectives are built upon and link back to prior learning. Where possible, sensible links to existing topics in each year group have been made. This information can be found in brackets under the Knowledge column.

Year Group	Knowledge 'The Natural World' and 'People, Culture and Communities' *See non-negotiable 'sticky skills/knowledge' focus in green	Skills *See non-negotiable 'sticky skills/knowledge' focus in green	Vocabulary	Inspirational People/events	Club/Visit/ Expert
EYFS **Nursery 2-3 Yrs**	To start geographical learning by knowing that natural phenomena exist in the world e.g. the weather	**The Natural World** •Explore and respond to different natural phenomena in their setting and on trips	Weather Flowers Plants		
Nursery 2-3yrs **Map skills**	Begin to use pictorial maps for play i.e. road map for cars and a farm map for animals.	Begin to use objects symbolically e.g a banana can represent a phone (this will lead into the idea that one image can represent another for symbols) Point in a the direction of features when asked. Follow instructions to look or move in a certain direction Use pretend play to compare size between models and reality (will lead to perspective and scale). **Digital mapping** Recognise maps like SatNavs help you find your way. Begin to play online games where you move a character within a space.	Map Position Drawing Symbol		

EYFS **Nursery 3-4 Yrs**	To begin to talk about the natural phenomena that they see. To know we can travel in different ways to other countries	• Talk about what they see, using a wide range of vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Travel Similar Different		
EYFS **Reception ELG**	I know there are four seasons: Spring, Summer, Autumn and Winter To know the effect of the seasons on the natural world: plants grow in warmer weather, some animals hibernate in winter, animals young are born in warmer weather.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them **The Natural World** **Children at the expected level of development will**: • 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.	Seasons Spring Summer Autumn Winter		
EYFS Reception	I know my class is in White Meadows Primary Academy I know my school is in Whitelea Road I know that Whitelea Road is in Littlehampton I know that I live in Littlehampton I know a map can show me where things or places are.	**People Culture and Communities** • Talk about members of their immediate family and community **(links to location knowledge)** • Draw information from a simple map **(links to geographical skills and fieldwork)** • Recognise some similarities and differences between life in this country and life in other countries **(links to human and physical geography)** **Children at the expected level of development will:** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (**links to location knowledge)** • 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 **(links to location knowledge, place knowledge, human and physical geography, geographical skills and fieldwork)**	School Class name Family Littlehampton Seaside Map Beach Sand Environment Country World Appropriate topic language that is used through child led discussion (i.e. Why do you wear a scarf around your head?)		
Map skills **EYFS Reception**	Point to the north and south poles on a globe. Recognise the use of symbols on maps and what they mean. Know to zoom into a map to find the school and know that you need to zoom out to show a larger area.	Derive information from a simple map: use a simple plan/map of an area in the school to find and or mark features. Follow a simple route within the school using familiar landmarks. Use journey sticks or strings to create simple drawn maps. Draw and create simple maps from memory about features of a familiar environment. Begin to use simple symbols on maps to show features and journeys.	Begin to use: North South Left Right		

		Digital mapping Begin to manipulate and annotate large scale maps adding simple text, markers and photographs with support.			
Year Group	**Knowledge** ***See non-negotiable 'sticky skills/knowledge' focus in green**	**Skills** ***See non-negotiable 'sticky skills/knowledge' focus in green**	**Vocabulary**	**Inspirational People/events**	**Club/Visit/ Expert**
Year 1	**Location knowledge** [GL1.1] Name and locate the world's seven continents and five oceans. (Spring 1) **Human and Physical Geography** [GH1.2] Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Spring 1)	**Geographical skills and fieldwork** • [GS1.2] use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage [GS1.5] use aerial photographs – [GS1.4] use locational and directional language [for example, near and far; left and right], to describe ○ [GS1.4a] the location of features on a map • [GS1.3] use simple compass directions (North, South, East and West) • [GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	GH1.3c sea, ocean Continents Europe Australasia Africa North America South America Asia Antartica Equator North Pole South Pole North South East West	**Ellen Mcarthur** was born 8th July 1976. On 7 February 2005 she broke the world record for the fastest solo circumnavigation of the globe, a feat that gained her international renown. She studied Geography at University and went on to use her skills to explore all the oceans of the world.	
	Location Knowledge [GL1.3] name and locate the four countries and capital cities of the United Kingdom and its surrounding seas (Topic: Toys – Summer 1, some map-work looking at where toys come from) (Topic: Where do we live?- Summer 2) **I know that I live in the town of Littlehampton (ensure children know the word 'town')**	**Geographical skills and fieldwork** • [GS1.1] use world maps, atlases and globes to identify the United Kingdom and its countries [GS1.5] use aerial photographs – [GS1.4] use locational and directional language [for example, near and far; left and right], to describe ○ [GS1.4a] the location of features on a map • [GS1.3] use simple compass directions (North, South, East and West) • GS2.2a] use digital/computer mapping to locate countries	[GH1.3c] sea, ocean, [GH1.4a] city, Directional language: North, South, East, West 4 compass points, Compass rose, North, South, East, West, direction		
	• [GS1.8] use simple fieldwork and observational skills to study the geography of their school and its grounds **Human and Physical Geography** • [GH1.1a] identify seasonal weather patterns in the United Kingdom	**Geographical skills and fieldwork** [GS1.4] use locational and directional language [for example, near and far; left and right], to describe ○ [GS1.4b] the routes on a map • [GS1.6] devise a simple map • [GS1.7] use and construct basic symbols in a key	[GH1.3d] soil (as simple as the top layer of earth) vegetation (what is growing),		School grounds

	(Topic: Julia Donaldson – Spring term)	**Place Knowledge** Beginning to consider [GP1.1a] human geography [GP1.1b] physical geography For the school grounds. **Geographical skills and fieldwork** • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	[GH1.4a] city, town, village, [GH1.4b] factory, farm, [GH1.4c] house, office, [GH1.3e] season and weather		
Year 1 **Map skills** **LI:** **To create a map of the classroom**	**Locational knowledge** Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs. **Place knowledge** Exploring the physical characteristics of the **classroom** as a place.	**Human and Physical Geography** Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans**.** **Geographical Skills and Fieldwork** Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key. **Digital mapping** I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route.	Map Diagram Globes Compass North South east west Aerial photographs Symbol Scale Flat 3D Physical features Human features		
Year 2	**Location Knowledge** • [GL1.3] identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Spring 1)	• [GS1.5] use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Will be based around our schools progression needs • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	[GH1.4d] port, harbour [GH1.3a] beach, cliff, coast, [GH1.3b] forest, hill, mountain, valley, [GH1.3c] sea, ocean, river, [GH1.4a] city, town, village, [GH1.4b] factory, farm, [GH1.4c] house, office, and shop [GH1.4d] port, harbour Atlas Globe Landmarks Human geography ie Big Ben Physical features i.e Ben Nevis, the Thames Government		

	[GS1.9] use simple fieldwork and observational skills to study the geography of the key human and physical features of their school's surrounding environment. (Summer term – surrounding environment is Wick, the local shops, church, houses etc)) **Place Knowledge** [GP1.1] understand geographical similarities and differences through studying of a small area of the United Kingdom [GP1.1a] human geography ○ [GP1.1b] physical geography • **Human and Physical Geography** • [GH1.1b] identify daily weather patterns in the United Kingdom and of a small area in a contrasting non-European country, looking at **Place Knowledge** [GP1.1a] human geography [GP1.1b] physical geography (Topic: Nairobi – Spring 2)	**Geographical skills and fieldwork** [GS1.4] use locational and directional language [for example, near and far; left and right], to describe ○ [GS1.4b] the routes on a map • [GS1.6] devise a simple map • [GS1.7] use and construct basic symbols in a key **Geographical skills and fieldwork** • [GS1.8] use simple fieldwork and observational skills to study the geography of their school and its grounds • Recap [GH1.1a] identify seasonal weather patterns in the United Kingdom *(and contrast to the non EU country).* • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	[GH1.3a] beach, cliff, coast, [GH1.3b] forest, hill, mountain, valley, [GH1.3c] sea, ocean, river, [GH1.3d] soil, vegetation, [GH1.3e] season and weather • [GH1.4] identify key human features, including: [GH1.4a] city, town, village, [GH1.4b] factory, farm, [GH1.4c] house, office, and shop [GH1.4d] port, harbour		Wick
Year 2 Map skills LI: To create a map of the school using symbols and a key	**Locational Knowledge** Locate places and physical features on maps and aerial photographs of the local area. **Place Knowledge** Consider the physical and human features of the **local area and school grounds.**	**Human and Physical Geography** Use basic geographical vocabulary to refer to key physical and human features of the local area. **Geographical Skills and Fieldwork** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps. Devise a simple map; and use and construct basic symbols in a key. **Digital mapping** I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route. I can highlight areas. I can add an image to a map.	Location Representation Key Accurate Identify Identification Aerial plan Landmarks Landscape		
	Location Knowledge [GL2.1] locate the world's countries, using maps to focus on Europe (including the location of Russia)	**Locational knowledge** [GL2.1a] their environmental regions [GL2.1b] key physical and human characteristics	Topography Environment Region		

	Russia is part of both the European and Asian content. (Topic: Vikings – Autumn term into Spring 1)	[GL2.1c] countries and major cities **Geographical skills and fieldwork** [GS2.1a] use maps, atlases, globes to **locate** countries [GS2.1b] use maps, atlases, globes to **describe** features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied [GS2.3] build their knowledge of the United Kingdom and the wider world [GS2.3a] using the four points of a compass **Locational Knowledge** [GL2.7] identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)			
	Human and Physical Geography [GH2.1] describe and understand key aspects of physical geography, including: [GH2.1c] rivers, [GH2.1d] mountains, [GH2.1f] the water cycle (Spring 2)	**Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	Water cycle, Evaporation, Condensation, Precipitation, Pollution, Source, Tributary, Meander, Mouth		
	Geographical skills and fieldwork [GS2.4] use fieldwork to observe, measure, and record the human and physical features in the local area (Topic: Littlehampton – Summer 2. Local area includes Littlehampton town, the river (linking back to Spring 1) and the beach)	**Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to locate countries • [GS2.3] build their knowledge of the United Kingdom (local area) ○ [GS2.3a] using the eight points of a compass • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	8 compass points, Compass rose, North, South, East, West, Coordinates, X axis, Y axis, direction		Littlehampton, river and beach
Year 3 **Map skills** **LI: To create a map of the British Isles**	**Locational Knowledge** Using an OS map to locate a range of human and physical features. **Place Knowledge** Considering how the features and characteristics of place are represented on maps. **Human and Physical Geography** Human and Physical features on OS maps. Relief on maps and on the land.	**Geographical Skills and Fieldwork** Contour lines **Digital mapping** I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool.	Ordnance survey maps OS maps Contour lines Physical features		
Year 4	**Human and Physical Geography** [GH2.1] describe and understand key aspects of physical geography of [GH2.1e] volcanoes and earthquakes, (Topic: Romans – Spring term)	**Human and Physical Geography** [GH2.2] Describe and understand key aspects of human geography [GH2.2a] types of settlement and land use. **Geographical skills and fieldwork** GS2.1a] use maps, atlases, globes to locate countries • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	Volcano, Mantle, Outer core, Inner core, Magma, Active, Dormant, Extinct,	Mount Vesuvius erupting – AD 79 Icelandic volcano 2010	Natural History Museum (earthquake simulator)

		•	Earthquake, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Tsunami, Tornado, Natural disaster	Earthquake –UK 2008 (Market Rasen/Grimsby)	
	Locational Knowledge [GL2.4] name and locate geographical regions and their identifying ○ [GL2.4a] human and physical characteristics [GL2.4b] key topographical features (including hills, mountains, coasts and rivers) ○ [GL2.4c] land-use patterns. (Topic: South Downs – Summer term)	**Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries • [GS2.1b] use maps, atlases, globes to **describe** features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied	Economic Trade links North America South America Latitude and longitude Northern and Southern Hemisphere		South downs
	Place knowledge [GP2.1] understand geographical similarities and differences of a region of the United Kingdom, a region in a European country (Topic: UK to Greece – Autumn term)	**Place knowledge** • The comparison will be done through the study of ○ [GP2.1a] human geography ○ [GP2.1b] physical geography **Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries • [GS2.1b] use maps, atlases, globes to **describe** features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied			
Year 4 **Map skills** **LI:**	**Locational Knowledge** Defining: The British Isles Great Britain The United Kingdom and learning which countries make up the British Isles. **Locating capital cities on a map of the UK.** **Place Knowledge** Capital Cities - London, Edinburgh, Cardiff, Belfast, Dublin **Human and Physical Geography** Human - cities and their location, directions, political boundaries. Physical - mountains, rivers, seas	**Geographical Skills and Fieldwork** Using eight compass points to give directions. Locating places on maps. **Digital mapping** I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function. I can use the grid reference tool to record a location.	The British Isles Great Britain The United Kingdom Human features **Teaching point:** Great Britain, the United Kingdom and the British Isles cannot be used interchangeably, as they include different land masses.		
Year 5	**Location Knowledge** • [GL2.5] understand how some of geographical aspects (e.g. human and physical characteristics, topographical features, land-use patterns) have changed over time (Topic: Worthing – The rise of the seaside resort and how it's changed over time – Summer term)	**Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries • [GS2.1b] use maps, atlases, globes to **describe** features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied • **Human and Physical Geography** [GH2.2a] types of settlement and land use,	Natural resources Digital mapping Equator Tropic of Capricorn Tropic of Cancer Arctic/Antartic circles Prime/Greenwich meridian time zone Grid reference		Worthing
	Location Knowledge	**Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries			

	[GL2.3] Name and locate counties and cities of the United Kingdom **Human and Physical Geography** [GH2.2] describe and understand key aspects of human geography (Topic: South America – link as a comparative study to Brazil – Spring 2)	• [GS2.1b] use maps, atlases, globes to describe features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied • • [GS2.3] build their knowledge of the United Kingdom and the wider world ○ [GS2.3a] using the eight points of a compass **Human and Physical Geography** [GH2.2a] types of settlement and land use,			
Year 5 **Map skills** **LI: To learn why map symbols are used, to recognise the OS map symbols and to use the four-figure grid reference.**	**Locational Knowledge** Locate a range of places and landmarks on Ordnance Survey maps of the UK. **Place Knowledge** Learn about the geographical features of specific locations on maps. **Human and Physical Geography** Human and physical geography: locate human and physical features on OS maps and consider the symbols for these features in the map key.	**Geographical Skills and Fieldwork** Interpret maps and aerial photographs. Communicate geographical information through maps. Use the eight points of a compass, four grid references, symbols and key to build their knowledge of the United Kingdom. **Digital mapping** I can find 4-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme (To show areas of housing/parkland/forestry etc) I can use maps at different scales to illustrate a story or issue (i.e. Climate/deforestation etc) I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately	Ordnance survey map OS map Eight-point compass Grid reference Four-figure grid reference		
	Location Knowledge [GL2.2] locate the world's countries, using maps to focus on South America (Topic: Rainforest – South America – Spring 1)	**Locational knowledge** ○ [GL2.2a] their environmental regions ○ [GL2.2b] key physical and human characteristics ○ [GL2.2c] countries and major cities ○ [GL2.6] identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, ○ Recap time zones as there are many across America. **Geographical skills and fieldwork** ○ GS2.2a] use digital/computer mapping to locate countries ○ [GS2.2b] use digital/computer mapping to describe features studied ○			
Year 6	**Place knowledge** [GP2.2] understand geographical similarities and differences of a region of the United Kingdom, and a region within North America ~~or South America,~~ through the study of ○ [GP2.2a] human geography ○ [GP2.2b] physical geography (Topic: Fight for Freedom (Civil rights in USA) – Spring 1)	**Locational knowledge** [GL2.2] locate the world's countries, using maps to focus North America, ○ [GL2.2a] their environmental regions ○ [GL2.2b] key physical and human characteristics ○ [GL2.2c] countries and major cities **Human and Physical Geography** • [GH2.1] describe and understand key aspects of physical geography, including: ○ [GH2.1a] climate zones, ○ [GH2.1b] biomes and vegetation belts,	Physical geography Climate zones Biomes Vegetation belts		

		Geographical skills and fieldwork • [GS2.3] build their knowledge of the United Kingdom and the wider world ○ [GS2.3a] using the eight points of a compass *Repeat the following place knowledge objective:* **Locational knowledge** • [GL2.6] identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, **Geographical skills and fieldwork** • [GS2.1a] use maps, atlases, globes to **locate** countries • [GS2.1b] use maps, atlases, globes to **describe** features studied • GS2.2a] use digital/computer mapping to locate countries • [GS2.2b] use digital/computer mapping to describe features studied •			

	Geographical skills and fieldwork
	[GS2.5] use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including
	  ○ [GS2.5a] sketch maps
	  ○ [GS2.5b] plans and graphs
	  ○ [GS2.5c] and digital technologies
	
	(Topic: Sustainability (plastics) – Autumn 2)
	
	(Topic: Map work - Summer term)
		Geographical skills and fieldwork
		[GS2.1a] use maps, atlases, globes to locate countries
		• GS2.2a] use digital/computer mapping to locate countries
		• [GS2.2b] use digital/computer mapping to describe features studied
		•
		• [GS2.3] build their knowledge of the United Kingdom (local area)
		  ○ [GS2.3a] using the eight points of a compass.
		  ○ [GS2.3b] using four and six-figure grid references
		  ○ [GS2.3c] using symbols and key (including the use of Ordnance Survey maps)
					Portsmouth

	Human and Physical Geography
	[GH2.2b] economic activity including trade links,
	[GH2.2c] the distribution of natural resources including energy, food, minerals and water
	
	(Topic: Sustainability/Our World our future (links back to deforestation in Year 5 but Year 6 will look at sustainability - globally) – Autumn 2)
		Locational knowledge
		[GL2.6] identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,
		Human and Physical Geography
		  ○ [GH2.1a] climate zones,
		  ○ [GH2.1b] biomes and vegetation belts,
		•
		Geographical skills and fieldwork
		GS2.2a] use digital/computer mapping to locate countries
		• [GS2.2b] use digital/computer mapping to describe features studied
		•
		•
			Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation	**Sir David Attenborough**
				
				Greta Thunberg	

Year 6 **Map skills** **LI:** **To use map skills to locate a range of places on an OS map using the six-figure grid reference.**	**Locational Knowledge** Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references. **Place Knowledge** Learn about how features of places can be represented through symbols on maps in 2-diensions**.**	**Human and Physical Geography** Use OS map symbols and the map key to name physical and human features. **Geographical Skills and Fieldwork** Interpret maps and aerial photographs. Use the eight points of a compass and six-figure grid references. **Digital mapping** I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme (To show areas of housing/park land/forestry etc) I can use maps at different scales to illustrate a story or issue (ie. Climate/deforestation etc) I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately	Ordnance survey map OS map Eight-point compass Grid reference Four-figure grid reference		

KS3	**Locational knowledge** ▪ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities Location knowledge is extended in KS3 by children building on their knowledge of countries, continents and oceans to formulate a 'mental map' of where places are so they have a personal framework for storing information about places. This will led onto children understanding the scale of countries and recognising, interpreting and understanding spatial patterns, distributions and relationships i.e the distribution of diseases, earthquake activity, trade or immigration. **Place Knowledge** ▪ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia Place knowledge is extended by children building on their knowledge of comparisons between their own country (UK) and another by studying and comparing two abstract countries (from Africa and Asia). **Human and physical geography** ▪ understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ▪ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts Physical geography builds on children's understanding of weather, climate and biomes by looking at a change in climate over time. Children will have a basic understanding of volcanoes and tectonic plates from Year 6. ▪ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources ▪ understand how human and physical processes interact to influence, and change landscapes, environments and the	**Geographical skills and fieldwork** ▪ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field Geographical skills builds on EYFS, KS1 and KS2 skills taught due to their regular use for each geographical opportunity. ▪ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs Geographical skills builds on children's understanding of OS maps and 4 then 6 figure grid references across Upper KS2. Aerial and satellite photographs build upon their use in Lower and upper Key stage 2 where they are used for human physical studies over time as well as land usage over time. Thematic mapping will be new knowledge. ▪ use Geographical Information Systems (GIS) to view, analyse and interpret places and data GIS skills are built upon the work from the EYFS where maps are introduce through out both Key stages where by KS2 children understand how to read an OS map and the symbols as well as create their own in Year 6. GIS means the multiple layers a single map can show to build up a picture of the area eg google maps has satellite, road view, google earth view etc so builds upon the knowledge in Year 6 on topographical features. ▪ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Field work builds on the learning and skills from EYFS to KS2 where by Year 6 children observe, measure, record and present the local area with another area ok the UK by using plans, graphs, and digital technology.			

	climate; and how human activity relies on effective functioning of natural systems Human geography will build on knowledge from upper key stage 2 (comparing and contrasting two countries in Year 5 and looking at biomes globally in Year 6)				