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| **Year 1** | | |
|  | **Breadth of Study** | **Skills** |
| **Locational and Place knowledge** | Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘sea’.  Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.  Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – Australia perhaps?  Key knowledge:  There are five oceans that cover most (just over 70%) of our planet, and they are all connected together:  • the Atlantic Ocean  • the Pacific Ocean  • the Indian Ocean  • the Southern Ocean  • the Arctic Ocean | **Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing.  **Locate** the continents on a paper map.  **Use simple compass directions** (North, South, East and West) to describe the location of features on a map.  **Locate** Australia on a map.  **Study** pictures/videos of a locality and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live?  **Express own views** about a place, people and environment.  **Draw and label pictures** to show how places are different. |
| **Human and Physical Geography** | Identify the human and physical features of the two localities studied.  Identify seasonal and daily weather patterns in the UK.  Weather is a description of what the conditions are like in a particular place. For example, it could be:  • hot or cold  • wet or dry  • windy or calm  • stormy, with thunder and lightning | **Use basic geographical vocab to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season: weather.  **Use basic geographical vocab to refer to key human features, including:** city, town, village, factory, farm, house and shop.  Be able to **verbalise and write about** similarities and differences between the features of the two localities.  **Ask questions** about the weather and seasons.  **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.  **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter = coat, summer = t-shirts. |
| **Fieldwork** | 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 e.g. note taking, videoing, data collection, sketches, observations. | **Observe and record information** about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.  Children to **take photos** of interesting things in the local area and **explain** what the photos show.  On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to **create memory maps** to show the journey.  **Study aerial photographs** of the school and label it with key features e.g. school, church, park, shops.  Look at a simple map of the local area and **identify** the things they know and have seen.  **Make a simple map.**  **Create an aerial map of the school/local area as a class by using different sized blocks.** |

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| **Year 2** | | |
|  | **Breadth of Study** | **Skills** |
| **Locational and Place knowledge** | Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.  Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non European country (a different location to the one studied in year 1, possibly The Arctic?)  Key knowledge:  Countries in the UK and their capital cities:  England – London  Wales – Cardiff  Scotland – Edinburgh  Northern Ireland – Belfast | **Use maps and globes** to **locate** the UK.  Be able to **identify** the 4 countries and **label** the capital cities.  **Explain the purpose** of a capital city and **form opinions** on how this affects population size.  **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?  **Study** pictures of the localities in the past and in the present and **ask** ‘How has it changed?’  **Draw pictures** to show how places are different and write comparatively to show the difference.  **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences. |
| **Human and Physical Geography** | Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.  Identify the human and physical features of the two localities studied.  Key knowledge:  Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.  Some well-known mountain ranges in the four countries that make up the UK include:  • the Cairngorms in Scotland  • the Pennines in England  • the Mourne Mountains in Northern Ireland  • Snowdonia in Wales  The highest mountains in the UK are:  • Ben Nevis in Scotland (also the highest in the UK)  • Scafell Pike in England  • Slieve Donard in Northern Ireland  • Snowdon in Wales | **Use both maps and globes**, **identify** the coldest places in the world – The North and South pole, related to their study of the Arctic. **Make predictions** about where the hottest places in the world are?  Children to **identify** the equator and **locate** the places on the Equator which are the hottest.  **Use basic geographical vocab to refer to key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  **Use basic geographical vocab to refer to key human features, including**: city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Fieldwork** | Fieldwork to develop knowledge and understanding of the school and local area.  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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops. | **Study maps and aerial photographs** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map.  **Draw own maps** of the local area; use and **construct basic symbols in a key**.  **Observe and record the features** around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road.  **Children to make suggestions for the cause of the differences.**  **Communicate findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures.  Children **make sketches/notes** of their trip to school/trip to the river and then **create a map to direct others** which uses a key and includes the main physical and human features. |

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| **Year 3: term 1** | | | | |
|  | **Breadth of Study** | | **Skills** | |
| **Locational and Place knowledge** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.  Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).  Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.  Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.  Creating maps of own imaginary island – using 4 and 6  figure grid references, 8 points of compass, map symbols  and a key  Key knowledge:  Globes  From space, the Earth looks like a sphere, or ball, containing land but mostly (70%) water.  A globe is a model of the Earth and shows what it looks like from space.  Some globes show how the land is divided into different countries - around 200 of them.  All the countries on our planet are located in seven different continents:  • Europe including Russia  • Africa  • North America  • South America  • Asia  • Oceania  • Antarctica  Antarctica is a special case. The continent contains no countries, instead it is governed under a 1959 agreement called the Antarctic Treaty which was signed by 12 nations, including the United Kingdom.  Physical features are anything that has formed naturally and that humans haven’t made, such as:  rivers  lakes  oceans  volcanoes  mountains  A map is a two-dimensional drawing of an area.  Maps can show the countryside, a town, a country or even the whole world.  They are used to help plan routes from one place to another, or to find certain features such as castles or hills.  Different types of map are used for different things depending on whether you are walking, driving or even flying somewhere.  Maps can be on paper or on a mobile phone, tablet or computer.  <https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-three/>  . | | Build on prior knowledge of UK regions by **using maps to locate countries of Europe.**  **Study maps to make assumptions** about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.  **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest.  **Study some pictures** of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. **Make reasoned judgements** about where the pictures are taken and **defend** e.g. a mountain top may be in France because there is a large mountain range there.  **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.  **Use the language of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other.**  **Consider the countries and climates that surround these line**s and **discuss the relationships** between these and the countries.  **Critically study photographs** – do they think these were taken close to the Equator or further away.  Progression: knowledge of maps, key oceans, weather. | |
|  | **Year 3: term 2** | | | |
| **Human and physical geography** | The South of England: Key knowledge including the location of Wiltshire (Stonehenge), the Jurassic Coast, conservational areas such as the New Forest.  <https://www.rgs.org/schools/teaching-resources/fantastic-places/stonehenge-seventh-wonder-or-national-disgrace/>  Depth study of the UK:  Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose Wiltshire, New Forest and one other area of the UK.  Compare the Jurassic Coast to the South Coast of the USA.  Key knowledge:  Climate is a description of the average weather conditions in a certain place for the past 30 or so years.  Different areas of the world have different climates. Climate is influenced by lots of different things, including:  • how near or far it is from the Equator  • how near or far it is from the sea  • how high or low the ground is  • its position on a continent  The climate across the world has changed naturally over thousands and millions of years. In the past, the UK has experienced both freezing ice ages and warm tropical climates.  Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.  There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.  The Prime Meridian splits the world into eastern and western hemispheres.  Time in countries to the east of the Prime Meridian is always in front of that in the UK.  Time in countries to the west of the Prime Meridian is always behind that of the UK.  As the Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing. This means:  •it is daytime for the parts of the Earth that have the Sun shining on them  •it is night-time for places that are on the opposite side of the Earth and are in the shade  As it is night in some parts of the world while it is day in other parts, different places in the world have different times. This is why the world is divided into 24 different time zones. One for each hour in a day.  Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones. Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.  Identify the time zones for the Gold Coast/South Coast of the USA/Jurassic Coast  Florida is situated at the south-east corner of the United States of America - USA - and is surrounded by water on three sides, making it a peninsula. It is surrounded by the Atlantic Ocean to the east and south, and the Gulf of Mexico to the west.  At the southern tip of Florida is a chain, or archipelago of islands made of sand and coral, called the Florida Keys.  What is it like in Florida?  The land in Florida is very flat and most of it lies only just above sea level. It has a tropical and subtropical climate meaning it is very warm, humid and wet almost all year round. Although it is called the ‘Sunshine State’, Florida is also at risk from hurricanes in summer and autumn. These are very strong storms that can create lots of damage to buildings and land.  When it rains in Florida, it rains heavily. The large amounts of rainfall collect in lakes, rivers, underground springs and swamps. This has created places such as the Everglades in the south - a wet marshy area where alligators, turtles and snakes live.  Florida’s main industries are:  •farming - tomatoes, strawberries and oranges are grown here  •tourism - its miles of beaches, amusement parks and state parks attract over 100 million visitors each year  The Dorset and East Devon Coast World Heritage Site is England’s first and only natural World Heritage Site.  The site is a 95 mile stretch of the south coast from Exmouth in East Devon to Studland in Dorset.  It was awarded World Heritage Site status in December 2001 by UNESCO (United Nations Educational, Scientific and Cultural Organisation) because of its outstanding Earth science interest.  It is the only place on Earth where 185 million years of the Earth’s history are sequentially exposed in dramatic cliffs, secluded coves, coastal stacks and barrier beaches. The ‘tilt’ of the rocks creates a unique ‘walk through time’ from 250 million to 65 million years ago, through the Triassic, Jurassic and Cretaceous periods as you walk eastwards along the Site.  Marketing of the Jurassic Coast includes the following strap-lines:  England’s first natural World Heritage Site  185 million years of Earth’s history in 95 miles of coast  A Walk Through Time  Human features are things that have been built, such as:  houses  towns  cities  walls  roads  Maps are useful tools to help people find their way to and from somewhere.  They are much easier to carry than a globe and much more detail can be added to them.  Maps can show the whole world, a single country or even a single town or village.  Maps of different countries can be put together in a book called an atlas or they can be on a single sheet of paper.  These can be useful to carry when you go walking so you do not get lost.  In the past, maps were hand-drawn by using careful measurements of the ground.  Today, computers and tablets show aerial photographs, which are photographs taken from space by satellites and joined together to make very detailed images.  Some are so detailed that you can zoom in and see a birds-eye view of where you live  <https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/> | | **Build on prior vocab to refer to key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  **Use maps to locate features** of the UK e.g. coastlines, rivers, mountains, large cities.  **Explain and defend** which are physical and which are human features.  **Label** counties, cities, mountains and rivers.  **Study photographs and maps** of the 3 different locations in the UK.  Look at maps, pictures and other sources to **identify similarities and differences** between the coastlines. **Compare physical and human features**, **draw conclusions, pose questions and use prior knowledge** of map reading.  **Identify main trade and economy** in the areas and **compare** to region of the UK.  **Analyse evidence and draw conclusions** e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. | |
|  | **Year 3: term 3** | | | |
| **Human and Physical Geography** | Understand where the Romans came from. The Empire stretched across Europe to the Middle East and Africa.  Through investigating sources of Roman invasion, develop  an understanding of where Romans landed and how they  progressed across the country. Understand that London (Londinium), Silchester and Bath have Roman links.  Key knowledge:  The top of most maps is north and a compass can be used to find which direction north is. Compasses show four directions - north, east, south and west.  The needle always points north, so when that is lined up with the map it is easy to see in which direction things are.  Maps are not drawn to the same size as the ground because they would be far too big! Instead they are drawn to a smaller scale.  The scale on a map is a set of numbers that can be used to compare distances and can be written, for example, as 1:25,000.  This means that the actual size of the ground is 25,000 times bigger than it is on the map.  The same scale can also be written as 4cm to 1km, so every four centimetres on the map is one kilometre in real life.  Compass points  Sometimes the direction you need to take isn’t exactly north, east, south or west and it might be in the middle of two points:  • north-east (NE) is in-between north and east.  • south-east (SE) is in-between south and east.  • south-west (SW) is in-between south and west.  • north-west (NW) is in-between north and west.  The Equator is at the centre of the lines of latitude and is at 0° latitude. Anything lying south of the Equator is in the Southern Hemisphere and is labelled °S. Anything lying north of the Equator is in the Northern Hemisphere and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.  Tropic of Cancer definition  Tropic of Capricorn definition  <https://kids.kiddle.co/London>  <https://www.rgs.org/schools/teaching-resources/map-skills/> | | **Ask, research and explain the following questions**: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was the local Celtic and Roman area like? How did they trade? How is that different today?  **Relate land use and trade to settlements.**  **Use maps to locate the areas and work out the direction of travel of the Romans using a compass.**  **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn.  Use prior knowledge of maps, and human and physical features. | |
| **Fieldwork** | Understand the 8 compass points and use them to explain/identify points on a map. | | Use locational language to describe the location of points on a map of the school/local area.  **Plan fieldwork**, which includes a **map/ plan** of the area and the **main geographical features you would see identified, with a key.**  **Take digital photographs** of the main features of the area and **plot them on to a map** to show the route round the area, **using coordinates** to show where these key features are  **Undertake environmental surveys** of the area – pollution, overcrowding, areas for improvement | |
| **Year 4: term 1** | | | | |
|  | **Breadth of Study** | | | **Skills** |
| **Locational and Place knowledge** | Understand the difference between the Northern and Southern hemisphere.  Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.  A focus on biomes: A **biome** is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest.  Identify where these are on the world map.  Key knowledge:  The climate across the world has changed naturally over thousands and millions of years. In the past, the UK has experienced both freezing ice ages and warm tropical climates.  Today however, because people have been burning fossil fuels to power homes, factories and vehicles, more carbon dioxide has entered the Earth’s atmosphere.  Carbon dioxide acts like a greenhouse. It lets the sun’s rays through to heat up everything inside the atmosphere, but stops the heat from escaping. This is making our planet warm faster than it naturally would and is causing world climates to change.  Biomes are areas of our planet with similar climates, landscapes, animals and plants. What lives in each biome depends on:  • how warm or cold it is  • how dry or wet it is  • how fertile the soil is  The animals in a biome depend upon plants for food. The plants in a biome often also depend upon the animals for spreading pollen and seeds so that new plants can grow. So both plants and animals rely on each other to stay alive.  Types of biome  Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet.  Deserts are hot and dry all year round. The only things that grow are cacti and small shrubs because the soil is shallow and rocky. Animals come out at dusk when it is cooler.  The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here but it is home to lots of different types of animals such as elephants, zebras and wildebeest.  Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than the summer.  Grasslands are areas of land that are vast and open, with grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands.  The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.  <https://www.rgs.org/schools/teaching-resources/russia-s-regions-and-roles/russia%E2%80%99s-big-biome-map/>  <https://www.bbc.co.uk/bitesize/articles/z4qfbwx>  <https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/> | | | **Identify** the different hemispheres on a map.  **Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.**  **Locate and label** different countries/continents in the Northern and Southern hemispehere.  **Raise questions** about the different hemispheres and **make predictions** on how they think life will be different in the two hemispheres.  **Use and explain** the term ‘climate zone’.  **Identify** the different climate zones.  **Ask questions and find out** what affects the climate.  **Use maps** to identify different climate zones.  **Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.**  Children to **ask questions** about global warming.  **Discover the cause** of global warming and **research the implications.**  **Reach reasoned and informed solutions** and **discuss the consequences** for the future.  **Identify changes** to be made in own lives in response to this.  Understand the term ‘biome’.  **Use knowledge of this term to make suggestions** for places in the world which may be biomes.  Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning** **using knowledge of maps.**  Use prior knowledge of the continents, maps, Equator, climate. |
|  | **Year 4: term 2** | | | |
| **Human and Physical Geography** | Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?  Key knowledge:  Buying and selling things is called trade.  Trade is an important way for countries to make money and has been happening across the world for hundreds of years.  Today, goods are carried around the world in container ships from port to port and by aeroplane.  Roman names of places: Sussex, Wessex, Middlesex, Essex  Viking places of interest: York  Norman places of interest: Hastings  Ordnance Survey is Britain’s mapping agency. OS create up to date and accurate maps depicting the landscape. They show:  Topography: contour lines to show land height, hills, valleys, rivers, grassland,  forest, marsh, lakes, etc.  Man-made features as canals, bridges, footpaths, roadways, etc.  OS maps are particularly useful for anyone wishing to navigate on foot, such as long-distance walkers.  <https://www.rgs.org/schools/teaching-resources/global-trade/> | | | Look at pictures and labeled diagrams of different historical settlements over time.  **Produce own pictures and labeled diagrams.**  **Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?  **Study maps** of Anglo Saxon and Roman settlements**. Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps** and **make suggestions about change.**  **Study how land in the local area was used** during the historical periods studied. Look at land use in the same area today and **consider how and why this has changed**.  **Identify main economies** in the immediate area. **Compare with trade in the past**. Why has this changed?  Explore place names which exist today (Sussex, Wessex, etc...)  Where in the UK was most affected by the Vikings? Explore Viking settlements and place  names visible today (York)  • Explore where Normans came from, their impact on the geography of the UK. Learn the location of key places such as Hastings.  Use prior knowledge of the Romans/Vikings and maps. |
|  | **Year 4: term 3** | | | |
| **Human and Physical Geography** | Rivers and the water cycle  Key knowledge:  A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.  A river flows along a channel with banks on both sides and a bed at the bottom. If there is lots of rainfall, or snow or ice melting, rivers often rise over the top of their banks and begin to flow onto the floodplains at either side.  How are rivers formed?  Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity.  They then flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water.  As rivers flow, they erode - or wear away - the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them.  Small rivers are usually known as streams, brooks or creeks. If they flow from underground they are called springs.  <https://www.rgs.org/schools/teaching-resources/rivers-(1)/>  <https://www.rgs.org/schools/teaching-resources/the-united-kingdom/> | | | **Use the language of rivers** e.g. erosion, depositation, transportation.  **Explain and present the process** of rivers.  **Compare** how river use has changed over time and **research the impact** on trade in history.  **Research and discuss** how water affects the environment, settlement, environmental change and sustainability.  Use prior knowledge of places in the UK and maps. |
| **Fieldwork** | Fieldwork to the local river.  Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers. Children to take photos to support their notes. Look at the land use their now and compare this to how it would have been during, for example, Victorian times. | | | **Design questions and studies** to conduct in the local area.  **Identify local features on a map** and begin to **experiment with 6 figure grid references**, using them to **locate and describe local features**.  **Undertake surveys.**  **Conduct investigations.**  **Use recognised symbols to mark out** local areas of interest on own maps.  **Choose effective recording and presentation methods** e.g. tables to collect data.  **Present data in an appropriate way using keys to make data clear.**  **Draw conclusions from the data.**  **Look for evidence** of past river use by visiting the location.  **Make field notes/observational notes** about land features.  Visit a river, **locate and explain the features.**  **Take photographs to support findings** e.g showing different transport used in the area today which would not have been used during Victorian times.  **Study pictures** of the river in Victorian times and **compare and contrast.**  **Select a method to present the differences in transport in the area today.**  **Record measurement of river width/depth.** |
| **Year 5: term 1** | | | | |
|  | | **Breadth of Study** | | **Skills** |
| Human and physical geography | | Human geography including trade between UK and Europe and ROW.  Fair/unfair distribution of resources (Fairtrade).  Key knowledge:  Container ships are used to transport trade goods all around the world.  Export and import  People in the UK can sell things they make when people in other countries want them. This might be because they can’t make them themselves or because they are cheaper or better quality.  Sending goods like this to other countries is called export.  There are also things, such as bananas or oranges, that are hard to grow in the UK and we have to buy these things from abroad.  This is called import.  Sometimes countries need experts from abroad such as engineers, scientists or teachers. These experts can sell their services to people around the world and this is called a service industry.  The service industry is the UK's main industry today and we import more goods than we export.  <https://www.rgs.org/schools/teaching-resources/global-trade/> | | **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas.  **Discover** where food comes from.  **Discuss** and **debate** fair trade**.**  **Investigate the facts and join in a reasoned discussion.**  **Generate solutions** and **promote ethically sound** trade.  **Reflect on the impact trade** has on an area and **generate ideas for cause and effect.**  **Use prior knowledge of trade, climate change, places in the world and their production of natural resources.** |
| Fieldwork | | In-depth study of the local area. Use a key and map symbols to locate key points.  Key points: regeneration; economic development; population; transport; demographics, schools etc.  Identify sources of local renewable energy.  Fieldwork project on local areas linked to the Romans.  Key knowledge:  Renewable energy is a natural source of energy that will never run out. Wind, the Sun and water are renewable energy sources that can be used to create electricity.  There are different types of renewable energy:  Hydropower - moving water helps create electricity by turning turbines under the sea as the tide moves in and out, or by using water stored in a dam.  Solar energy - solar panels collect energy from the Sun to create electricity.  Wind energy - wind turns turbines to create electricity.  Geothermal energy - volcanic activity can be used for heating water and the steam produced can be used to power generators and create electricity.  These sources of energy are much cleaner to use than fossil fuels because they do not produce harmful gases that cause pollution and climate change.  Natural resources include oil, gas, coal (for energy), crops for food and livestock for food as well as clothes.  Resources found underground are called geological resources, these include:  • minerals like china clay  • metals like tin  • fossil fuels like gas and oil  Burning fossil fuels creates carbon dioxide gas, which is damaging to the environment and is making the Earth warmer than it should be. Once fossil fuels are gone they cannot be replaced, so people are now using renewable sources of energy.  <https://www.rgs.org/schools/teaching-resources/climate-change-resources-key-stage-three/tomorrow-s-energy/> | | e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:  **Residential**: houses, flats, hotels, hostels  **Retail**: food, clothing, footwear, sports, toys, furniture, etc….  **Professional/ Commercial**: solicitors, banks, building societies, company offices etc….  **Industrial and Storage**: machine tools, engineering, factories, warehouses  **Entertainment/ Leisure**: theatres and cinemas, public houses, restaurants, cafes  **Public Authorities**: local government offices, police, libraries, hospitals, churches, chapels, schools  **Other**: vacant property, car parking, open spaces, development sites  Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed   * Undertake a survey of buildings and materials * Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work * Compare shops in the local area with the nearest city centre   Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits  **Design questions and studies** to conduct in the local area.  **Identify local features on a map** and begin to **experiment with6 figure grid references**, using them to **locate and describe local features**.  **Undertake surveys.**  **Conduct investigations.**  **Use recognised symbols to mark out** local areas of interest on own maps.  **Choose effective recording and presentation methods** e.g. tables to collect data.  **Present data in an appropriate way using keys to make data clear.**  **Draw conclusions from the data.**    **Make field notes/observational notes** about land features.  Visit a shopping centre, **locate and explain the features.**  **Take photographs to support findings** e.g showing different transport used in the area. |
|  | | **Year 5: term 2** | | |
| Human and physical geography | | Where is Greece? How does Greece compare to other major countries in Europe.  Locational knowledge (locate the world’s countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities)  Place knowledge (understand geographical similarities and differences through the study of human and physical geography of a region in a European country)  Physical geography (climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography)  Human geography (settlement, land use, economic activity and the impact of human on physical geography)  Geographical skills and fieldwork (map use, globes and digital/computer mapping to locate countries and describe features studied)  Key knowledge:  From south to north, Europe stretches from around the Mediterranean at 35 degrees north (Cyprus and Crete) to Scandinavia and parts of Russia north of the Arctic Circle. From west to east, it ranges from Iceland at 24 degrees west, straddles the prime meridian, and to the Northern Urals at about 65 degrees east. Together, this comprises a land area of approximately 10,180,000 square kilometres. Its surface area makes it the world’s second largest continent (Australasia is slightly smaller).  There are 51 countries in Europe that are widely recognised by other states. These include the world’s smallest country, Vatican City, and its largest, the Russian Federation. In addition, there are some countries – such as  Kosovo – which are not as widely recognised. There are also a few dependencies and territories of larger states, such as Gibraltar (UK) and the Faroe Islands (Danemark). Both the Russian Federation and Turkey are  transcontinental states: their territories can be found in both Europe and Asia.  Most of Europe’s climate is temperate, with the Gulf Stream helping keep the climate milder than might otherwise be expected so far north. Western Europe is strongly affected by westerly winds from the Atlantic, carrying mostly  warm, moist air. Eastern Europe is drier, while the south - as the name suggests – has a Mediterranean climate (hot dry summers and mild winters). The continent’s biomes reflect this diversity, including tundra in the North,  Mediterranean forest in the south, steppes to the South-East and temperate forest in the central band.  Much of the north of the continent is made up of a large plain, bounded by the Pyrenees and the Alps in the south, and the Urals to the east. The continent’s highest mountain is Mount Elbrus in the Russian Urals. The continent is bounded by the Arctic Ocean in the north, the Atlantic to the west, and the Mediterranean and the Black Sea to the south. There is proportionately more coastline in relation to landmass in Europe than any other continent. Major rivers include the Volga, Danube, Ural, Dnieper and Don (students may also want to be familiar with other significant rivers, such as the Rhine, Vistula, Tagus and Loire).  Europe’s population is over 420 million, with about 80% of people living in or around cities. The largest cities are Istanbul (14.5 million), Moscow (12 million), London (8.5 million) and St Petersburg (5 million). The urban area  around Paris has about 11 million people, and the Ruhr area, 6.5 million.  Europe is the world’s richest continent, owning about one third of the world’s wealth. However, there is huge variation both within and between countries: for example, average household wealth in Moldova is about 1% of  that in Monaco.  Major languages include Russian and German (95 million speakers in Europe), French (80 million), English (67 million), Italian (60 million), Spanish (51 million), Polish (40 million) and Ukrainian (37 million).  <https://www.rgs.org/schools/teaching-resources/the-mediterranean/> | | Whilst studying Greece, choose 1 major country in Europe and 1 in North and South America. U**se photographic evidence to raise questions** about the climate and living conditions there. **Make assumptions based on images/videos/Google**.  **Make comparisons** between the biomes and others, discussing with classmates the similarities as well as the differences.  **Develop informed opinions** about global warming in relation to the areas and **develop reasoned arguments** about our role on the planet.  **Compare life in Greece with life in the 2 other countries**. Chn **present their views in a variety of ways** (diary, report etc). Read real accounts and compare.  **Use maps, globes and Google Earth** to identify the continent of North and South America. Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of South America.  Identify and **mark on a map** the different countries of South America.  **Identify the major cities and consider how they d**iffer to other regions in the country.  Looking at photographs, children to **compare and contrast** two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.  Using photographs, children to **make connections** between South America and the UK.  **Locate the mountain ranges, rivers and oceans.**  **Consider how the location of these geographical features has shaped life**. Refer to UK e.g. London and the Thames/Lake District.  **Understand how geographical features are marked on a map.** Using this knowledge, children to **study world maps to identify other major cities, hilly areas, rivers etc**.  **Ask geographical questions** e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc). |
| Location and Place Knowledge | | Focus in particular on the biomes of Arctic and Antarctica.  Whilst studying the Antarctica, make comparisons with the UK.  Whilst studying Antarctica, look briefly at physical Geography around glaciers.  Key knowledge:  **1. The Arctic is located at the northernmost part of our planet. Scientists usually define the Arctic as the area above the ‘Arctic Circle’ — an imaginary line that circles around the top of the globe.**  **2. The Arctic consists of the Arctic Ocean and parts of Canada, Russia, the USA, Greenland, Norway, Finland, Sweden and Iceland.**  **3. Because of the Earth’s tilt, for at least one day a year there’s an entire day of darkness in this freezing region — and also a full day of sunshine. Imagine that!**  **4. Temperatures as low as –70°C have been recorded in northern Greenland.**  **5. Despite the freezing-cold temperatures, approximately four million people call this wintery wonderland home! Amongst these are the indigenous people of the Arctic, called the ‘Inuits‘. They’ve found ingenious ways to survive in one of the harshest environments on our planet.**  **6. The word ‘Arctic’ comes from the Greek word for bear, Arktos. But this isn’t because of the polar bears! It’s believed the name refers to two constellations that can be seen in the northern sky — ‘Ursa Minor’ (Little Bear) and ‘Ursa Major’ (Great Bear).**  **7. The ice of the Arctic contains around ten percent of the world’s fresh water. This giant, white, frozen reservoir reflects sunlight, helping keep the region cool. It also plays a super-important role in keeping our global climate stable.**  **8. According to size, Antarctica is the fifth largest continent of our planet. The continent is almost double the size of Australia!**  **9. Antarctica is an ice covered continent surrounded by the Southern Ocean. Almost all of the continent's land is covered by a thick layer of ice. On average the ice is 1.9 km/6,200 ft deep. Read more on the Southern Ocean here. The inland ice-sheet has a thickness of up to 4 km/13,000 ft.**  **10. Antarctica is the driest continent of the seven continents. Antarctica is an icy desert with very little rainfall throughout the year.**  **11. Antarctica is the least populated continent. There are no residents living permanently here. Only around 1,000 people (in winter) and 10,000 people (in summer) live on the continent. These people are mainly based there for one year to live and work in the research stations. The research.**  **12. Antarctica Climate - Coldest Place: Antarctica is the coldest continent of our planet. The coldest air temperature ever measured in Antarctica was -89.2°C /-128.6 °F at Vostok Station in 1983. Along the Antarctic coast, the average temperature is -10°C /14 °F. The coastline has the warmest climate of the continent.tations are scattered all around the continent.**  [**https://www.rgs.org/schools/teaching-resources/antarctica-extreme-wilderness/**](https://www.rgs.org/schools/teaching-resources/antarctica-extreme-wilderness/)  [**https://www.rgs.org/schools/teaching-resources/exploring-shackleton%E2%80%99s-antarctica/**](https://www.rgs.org/schools/teaching-resources/exploring-shackleton%E2%80%99s-antarctica/) | | Whilst studying Antarctica**, use photographic evidence to raise questions** about the climate and living conditions there. **Make assumptions based on images/videos/Google Earth searches** about life there and the animals which may survive in those conditions.  **Make comparisons** between this biome and others, discussing with classmates the similarities as well as the differences.  **Select items required** to survive in Antarctic conditions.  **Develop informed opinions** about global warming in relation to the Antarctic and **develop reasoned arguments** about our role on the planet.  Linked to Science, study photographs of Antarctic animals and **reflect** on how the animals are adapted to the conditions.  **Design interesting and relevant studies** that may be carried out in Antarctica.  **Compare life in Antarctica with life in the UK**. Chn **present their views in a variety of ways** (diary, report etc) on what the think life in Antarctica is like. Read real accounts and compare.  **Use maps, globes and Google Earth** to identify the Arctic and Antarctica.  **Use prior knowledge of biomes and continents.** |
|  | | **Year 5: term 3** | | |
| **Location and Place knowledge/human and physical geography** | | Pupils are challenged to plan a trip that takes a group of travellers from the north of North America to the southernmost tip of South America.  Key knowledge:  Symbols are generally the same on most types of map.  For example, buildings or tourist attractions are shown with blue symbols.  Different types of roads are shown in different colours - blue for a motorway, red for a main road and yellow or orange for narrower roads.  Dotted green lines are usually used to show footpaths.  Some maps, especially ones that people use to find their way around the countryside, contain brown contour lines.  These are lines that show high and low areas of land.  The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep.  When they are far apart it means the land is gently sloping, or undulating.  This is useful to know when planning a route, to see whether it is going to be a hike up a steep mountainside or a walk on flat ground.  The Biomes covered on the journey.  To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.  To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.  Waves erode coastline as they break on shore releasing their energy; the larger the wave the more energy it releases and the more sediment it moves. Coastlines with longer shores have more room for the waves to disperse their energy, while coasts with cliffs and short shore faces give little room for the wave energy to be dispersed. In these areas the wave energy breaking against the cliffs is higher, and air and water are compressed into cracks in the rock, forcing the rock apart, breaking it down.  Like the ocean which shapes them, coasts are a dynamic environment with constant change. The Earth's natural processes, particularly sea level rises, waves and various weather phenomena, have resulted in the erosion, accretion and reshaping of coasts as well as flooding and creation of continental shelves. | | **Confidently use maps, globes and Google Earth.**  **Use atlases/maps to describe and locate** places **using 6 figure grid references**.  **Locate** the Equator on a map, atlas and globe and **draw conclusions** about the climates of countries on the Equator and on the tropics and how this will impact the trip.  **Locate** largest urban areas on a map and **use geographical symbols** e.g. countours to identify flattest and hilliest areas of the continent.  **Ask questions** e.g. what is this landscape like? What is life like there?  **Study photos/pictures/maps** to **make comparisons** between locations.  **Identify and explain** different views of people including themselves.  Consider the different biomes that will be crossed and how that will impact the trip.  <https://www.geography.org.uk/Shop/Publication-series/Super-Schemes/SuperSchemes-Investigating-Latitude-Longitude/9781843773719> |
|  | | **Year 6: term 1** | | |
| **Locational and Place knowledge** | | 6 figure grid references.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.  On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.  Children to be able to identify main capital cities/oceans etc.    Understand the significance of Latitude and longitude.  Study of North America  -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.  Key knowledge:  To help locate where a place is in the world, people use imaginary lines:  To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.  To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.  <https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/> | | **Use 6 figure grid references** to identify countries and cities in the world, the main mountain ranges and the longest rivers.  **Understand how these features may have changed over time.**  **Select the most appropriate map for different purposes** e.g atlas to find a country, Google Earth to find a village.  **Explain the climates** of given countries in the world and **relate this to knowledge** of the hemispheres, the Equator and the Tropics.  **Locate** the major cities of the world and **draw conclusions** as to their similarities and differences.  **Use maps** to identify longitude and latitude.  Study maps of the USA **to identify environmental regions**. **Compare and contrast** these regions.  **Locate the key physical and human characteristics**. **Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains.  **Locate all the man made features** in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas.  Prior knowledge of North America, biomes, continents, time zones. |
|  | | **Year 6: term 2** | | |
| **Human and physical geography** | | Impact of human geography:  Key areas bombed in WW2 such as London and Coventry.  The different areas of the World War and how the soldiers were affected by climate/conditions etc.  Regeneration of areas.  Comparisons to the current period.  Key knowledge:  Standing on the River Thames and located in South England, London covers 1,579 square km (610 sq. mi).  The River Thames cuts London in half, creating northern and southern halves. Because the city was built on the flood plain of the River Thames, London resulted to being a lowland, meaning the city is generally flat.  It is believed that the first permanent settlement in present-day London was a Roman one in around 43 BCE. It lasted for only 17 years, however, as it was eventually raided and destroyed. The city was rebuilt, and by the second century, Roman London or Londinium had a population of more than 60,000 people.  Starting in the second century, London passed through the control of various groups, but by 1300 the city had a highly organized governmental structure and a population of more than 100,000. In the centuries following, London continued to grow and became a European cultural centre because of writers such as William Shakespeare. The city became a large seaport.  In the 17th century, London lost one-fifth of its population in the Great Plague. Around the same time, much of the city was destroyed by the Great Fire of London in 1666. Rebuilding took more than 10 years and since then, the city has grown.  Like many European cities, London was highly affected by World War II, especially after the Blitz and other German bombings killed more than 30,000 London residents and destroyed a large part of the city. The 1948 Summer Olympics were then held at Wembley Stadium as the rest of the city rebuilt.  As of 2016, London had a population of 8.8 million, or 13 percent of the UK population, and a crowded average population density of more than 14,000 people per square mile (5,405/sq km). This population is a diverse mix of various cultures and religions, and more than 300 languages are spoken in the city.  The Greater London region covers a total area of 607 square miles (1,572 sq km). The London Metropolitan Region, however, contains 3,236 square miles (8,382 sq km).  The main topographical feature of London is the Thames River, which crosses the city from the east to the southwest. The Thames has many tributaries, most of which are now underground as they flow through London. The Thames is also a tidal river, and London is thus vulnerable to flooding. Because of this, a barrier called the Thames River Barrier has been built across the river.  London's climate is considered temperate maritime, and the city generally has moderate temperatures. The average summer high temperature is around 70 F to 75 F (21 C to 24 C). Winters can be cold, but because of the urban heat island, London itself does not regularly receive significant snowfall. The average winter high temperature in London is 41 F to 46 F (5 C to 8 C).  The largest industry in London is finance, but professional services, media such as the BBC, and tourism are also large industries in the city. After Paris, London is the world's second most visited city by tourists, and it attracted more than 30 million international visitors in 2017.  <https://www.rgs.org/schools/teaching-resources/colouring-london/>  <https://www.rgs.org/schools/teaching-resources/mapping-london/>  <https://www.rgs.org/schools/teaching-resources/london-2012-olympic-park/background-to-the-2012-site/> | | **Study photographs, aerial photographs and maps** of pre-war, post war and present day.  Compare maps and aerial photographs.  **Make comparisons** and **reflect on the reasons** for the differences.  **Study population numbers** throughout the course of WWII and **reflect on the reasons** for changes. How does it compare to the modern day?  Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.**  Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.**  **Look at maps on different scales and calculate scales on own maps.**  **OS map extracts at different points along the River Thames**  **Prior knowledge: biomes, trade, local study fieldwork.** |
|  | | **Year 6: term 3** | | |
| **Locational and Place knowledge** | | Africa: Key knowledge.  Using the study in history, study Key knowledge including but not limited to:  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate Sudan and Ghana in Africa.  Use 6 figure grid references to read maps.  Make connections between the Equator and the tropics and Africa.  Identify largest urban areas in Africa and the deserts/plains etc.  Compare 2 different regions in Africa.  Key knowledge:  Africa is a continent comprising 53 countries  Africa sits astride the Greenwich Meridian and the Equator. It stretches from 38° N to 34° S.  There are many different climate zones and many different ecosystems which change mainly from north to south but are also affected by relief.  Contrary to popular belief it is possible to be very cold in some parts of Africa. Water resources vary enormously from one country to another but water is scarce in the desert and semi-desert areas. Population density is generally low compared to other regions of the world.  The most populous city in Africa is Lagos with more than 21 million people. Cairo in Egypt is the second largest city in Africa.  Main natural resources in Africa are minerals such as oil, copper, gold, diamonds, platinum and agricultural produce such as corn, coffee, wheat and fruits. Almost 65% of all Africans work in the agricultural sector.  <https://www.rgs.org/schools/teaching-resources/africa-a-continent-of-contrasts/> | | **Use maps to locate features** in countries of Africa, rivers, mountains, large cities.  **Explain and defend** which are physical and which are human features.  **Label** cities, mountains and rivers.  **Study photographs and maps** of 3 different locations in Africa and Asia. **Ask Geographical questions** e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?  What are the populations?  How good are educational standards?  What are economic conditions lilke? |
| **Human and Physical Geography** | | Study of volcanoes – causes, effects etc. Include but do not limit to volcanoes in Africa and Asia.  Key knowledge:  A volcano is an opening in the Earth’s crust that allows magma, hot ash and gases to escape. Volcanoes can look like mountains or small hills, depending on what type they are.  Magma is molten rock - rock that is so hot it has turned into liquid. When magma reaches the surface of the Earth it is called lava and comes out of the volcano as a volcanic eruption, along with gases and ash.  Volcanic eruptions  Most volcanic eruptions are caused by tectonic plates moving towards each other, which usually produces violent eruptions. Other volcanoes, such as Mauna Loa in Hawaii are caused by hot spots in the Earth’s crust. These do not erupt violently and lava usually flows slowly out of them.  Eruptions from volcanoes can be very dangerous. They can produce:  • pyroclastic flows - fast moving clouds of hot ash, gas and rock  • ash clouds - small pieces of rock and glass that can be carried in the air for many kilometres  • volcanic bombs - large bits of very hot rock blown out of a volcano  Volcanoes can, however, help people living near them earn money by bringing in tourists to the area and improving the soil so that crops can be grown.  Structure of the Earth  The Earth is made up of different layers:  • the core at the centre, which is mainly metal  • the mantle, which is mainly rock  • the crust, which is the part we can see  The crust (together with the upper layer of the mantle) is made up of different pieces, called plates. These plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds.  Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a plate boundary or a fault line.  What are earthquakes?  As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an earthquake. If the earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.  There are thousands of earthquakes across the world each day and some are so small that they can only be detected by specialist equipment. Others can be so intense that they can create lots of damage and destroy towns and cities. The Richter magnitude scale is used to measure the size of earthquakes.  Many earthquakes occur around the Pacific Ocean. People who live there, in countries such as Japan, are used to earthquakes happening and build earthquake-resistant buildings that sway with the shock waves rather than fall down.  Although there are earthquakes in the UK, they are rare and so small that most people do not feel them.  <https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>  <https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis> | | **Describe and explain the processes** that cause natural disasters.  **Draw conclusions** about the impact of natural disasters through the study of photographs, population numbers and other primary sources.  **Research and present** Britain’s export trade.  **Ask and answer the following geographical questions:** What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?  Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?  **Locate places in the world** where volcanoes occur.  Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts.  **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption.  **Ask and answer questions** about the effects of volcanoes.  **Discuss** how volcanoes affect human life e.g. settlements and spatial variation. |
| **Fieldwork** | | Transitional fieldwork project. To be agreed with the High School. | | Work confidently with: Large scale street maps and large scale  Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and  bird’s eye views, games with maps and globes, Ordnance Survey maps  1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.  Have experience: of a range of different maps for example, tourist  brochure, paper and digital maps, storybook maps, atlases, Ordnance  Survey paper and digital maps at different scales, 6-figure coordinates  Introduce: what 6 figure Grid References mean and how to calculate  them.  Context: a range of places at different scales and with different themes,  fieldwork in the wider and distant locality. |

**Geography Enquiry Questions:**

How has my town changed over the last three years?

How has coastal erosion impacted the coastline?

How do local residents use the seaside town of XXX?

What modes of transport do people in my community use?

How could my school become more environmentally friendly?

Why do tourists travel to xxx?

How has climate change impacted this area?

What human activities take place on the river?

Like why are people going to this place?

How has xxx street changed since 2012?

What modes of transport do people use in xxx street?

As long as enquiry questions meet the criteria of focusing on human or physical features, it’s geography!