

St Nicholas Primary Geography Progression Grid

Key Concepts

Investigate Places	Investigate Patterns	Communicate Geographically
This concept involves understanding the geographical location of places and their physical and humans features	This concept involves understanding the relationships between the physical features of places and the humans activity within them, and the appreciation of how the world's natural resources are used and transported.	This concept involves understanding geographical representations, vocabulary and techniques.

National Curriculum Key Stage One:

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to: Locational knowledge:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

name and locate the world's seven continents and five oceans	Where do I live? Yr 1 Our Amazing World Y1
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Sun, Sea and Sand Y1 London Y2
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Safari (Y2)
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Our Amazing World: Y1
use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Sun, Sea and Sand Y1
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	London Y2 Sun, Sea and Sand Y1
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Sun, Sea and Sand Y1
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Pirates (Map Making) Y2 London Y2
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	London- Yr 2
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.	Where do I live? Y 1

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

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Plants Y3 Rainforest Y4 Explore Scandinavia Y5/6 Amazing Americas Y5/6 China Y5/6
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Earning a Living Y4 United Kingdom Y3
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Volcanoes Y3 Rainforest Y4 Extreme Earth Y4 Earning a Living Y4 Explore Scandinavia Y5/6 North America Y5/6
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Volcanoes Y3 Explore Scandinavia Y5/6 North America Y5/6
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Plants Y3 Volcanoes Y3 Rainforest Y4 Extreme Earth Y4 Earning a Living Y4 Explore Scandinavia Y5/6 Amazing Americas Y5/6 China Y5/6

		United Kingdom Y3
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Plants Y3 Volcanoes Y3 Rainforest Y4 Earning a Living Y4 Explore Scandinavia Y5/6 China Y5/6 Natural Resources Y5/6
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Plants Y3 Volcanoes Y3 Rainforest Y4 Extreme Earth Y4 Explore Scandinavia Y5/6 Amazing Americas Y5/6 China Y5/6 Natural Resources Y5/6 United Kingdom Y3
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		Local Area Study Y5/6 Local Geography Day KS2
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Local Area Study each year Local Geography Day KS2

Local Area Study- One day each year focussing on an aspect of the following

- To explore economic activity as part of a local area study
- To explore land use as part of a local area study
- To explore settlements as part of a local area study
- To explore climate zones as part of a local area study
- To explore rivers as part of a local area study
- To explore mountains and hills as part of a local area study

Intent

The teaching and learning of Geography is integral to our desire for the children at our School to go out into the world as ‘Global Explorers’! We believe that the teaching of Geography at St Nicholas should inspire and excite our children’s curiosity about the world and its people. ‘Worldliness’ is a key concept embedded within our Global Explorers curriculum, and we aim that all children develop an understanding that they are citizens of the world. Through our teaching, children will develop key geographical knowledge and skills in line with the aims of the National Curriculum, whilst also gaining an understanding of the responsibility they have- locally and globally- to look after and love our planet.

Key Concepts	Squirrels Year 1
<p>Investigate Places</p>	<p><u>Where do I live?</u></p>
<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Our amazing world</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Where do I live / Sun, sea and sand • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Where do I live / Our amazing world • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (through local Geography day) Where do I live • Use aerial images and plan perspectives to recognise landmarks and basic physical features. Sun sea and sand • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Where do I live • Name and locate the world's continents and oceans. Our amazing world / Sun sea and sand 	<p>Key Question: Can you draw a map of the school/village? Key Links: Science (UK Animals) Investigate Places: I can describe where I live using language such as city, town, village, coastal, rural. I can use a maps, atlases and globes to find where I live. I can make observation about where I live and the surrounding area. To be able to identify the countries and capital cities of the UK. Investigate Patterns: I can identify land use around the school and also where I live. Communicate Geographically: I can use basic geographical vocabulary to describe key physical features of my local area, the area around my school, and different places around the UK, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p><u>Our Amazing World</u></p> <p>Key Question: Can you label/name the continents of the world? Key Links: Where do I live? Investigate Places: When exploring different countries and places around the world I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. I can name and locate the world's continents and oceans. Investigate Patterns: I can re recognise and understand how weather patterns differ in different UK countries and in different areas around the world. I can recognise that the poles are cold and the equator is hot. Communicate Geographically: I can use basic geographical vocabulary to refer to: key physical features of countries and places around the world, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>
<p>Investigate Patterns</p>	
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Sun sea and sand • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Our amazing world 	

<ul style="list-style-type: none"> • Identify land use around the school.(through local Geography day: Worldly) <p>Where do I live</p>	<p>Sun, Sea and Sand</p>
<p>Communicate Geographically</p>	<p>Key Question: Can you name/label the five oceans of the world? Key Links: Our Amazing World.</p>
<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Where do I live / Sun sea and sand • key human features, including: city, town, village, factory, farm, house, office and shop. Where do I live • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Sun sea and sand • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Where do I live? 	<p>Investigate Places: I can identify the key features of a coastal location in order to say whether it is a city, town, village, coastal or rural area. I can use aerial images and plan perspectives to recognise landmarks and basic physical features: including; identifying cliffs, beaches, towns and villages. I can name and locate the world's continents and oceans.</p> <p>Investigate Patterns: I can compare the beaches of the UK with other beaches in different countries around the world.</p> <p>Communicate Geographically: I can use basic geographical vocabulary to refer to: key physical features of UK coastlines and beaches around the world, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. I can use directional and locational language to describe where coastal towns and villages are in the UK.</p>

<h2>Key Concepts</h2>	<h2>Hedgehog Year 2</h2>
<h3>Investigate Places</h3> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (through local Geography day: Worldly) • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<h3>Let's Explore London</h3> <p>Key Question: Can you label London on a map and tell me 3 facts about it? Key Links: Investigate Places To be able to locate the UK and London and describe its key features and landmarks through the use of atlases, aerial images and links with castles (e.g. Tower of London) Investigate Patterns To describe the weather patterns in the United Kingdom in relation to the equator (North of the Equator). Communicate Geographically To use the terms North, South, West and East to plan a route between different landmarks in London (link to computing BeeBots)</p> <h3>Safari</h3> <p>Key Question: Can you create a report to tell someone all about Kenya? Key Links: Investigate Places To be able to name the 7 continents and locate Africa using world atlases and interactive maps. Children to locate Kenya and surrounding countries (e.g. Uganda) and compare school life in Kenya with Salisbury. Investigate Patterns To describe the weather patterns in Kenya and compare and contrast with the United Kingdom. Communicate Geographically To use the terms North, South, West and East to navigate through a safari park. To use geographical language referring to the soil, landscape and weather of Kenya.</p>
<h3>Investigate Patterns</h3> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	

Communicate Geographically

- Use basic geographical vocabulary to refer to: **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- **Key human features**, including: **city, town, village, factory, farm, house, office and shop**.
- Use compass directions (**north, south, east and west**) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Pirates (Map Making)

Key Question: Can you create a map for the pirates to help them find their treasure?

Key Links:

Investigate Places To be able to locate Salisbury on a map of the UK using interactive resources and use aerial images to recognise local landmarks e.g. Porton village church, school etc

Communicate Geographically To devise a simple map of the school and local surroundings and construct basic symbols in a key. Use human and physical features to describe the school grounds.

Key Concepts	Hare Year 3
Investigate Places	<u>United Kingdom (Land Use)</u>
<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. (through local Geography day: Worldly) • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics 	<p>Key Question: How is land used in the UK? Key Links: Mountains, Rivers</p> <p>Investigate Places: To be able to name counties of the UK. To name and locate towns and cities of the UK. To name and locate hills, mountains, coasts and major rivers of the UK. To learn about what the term ‘land use’ means. To learn about ‘land use’ in the UK, how it has changed over time and consider how it may change in the future. (Use of maps, atlases and GIS to support these learning objectives)</p> <p>Communicate Geographically: To learn about ‘land use’ in the UK, how it has changed over time and how it may change in the future.</p> <p><u>Volcanoes</u></p> <p>Key Question: What is the impact of living in a volcanic area? Key Links: Romans</p> <p>Investigate Places: To use atlases and maps to understand where the ‘ring of fire’ is and famous volcanoes are located.</p> <p>Investigate Patterns: (Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn when completing map) To understand what tectonic plates are and what the ‘ring of fire’ is. To compare a volcanic (Hawaii) are to a non-volcanic area (England) (geographical similarities and differences)</p> <p>Communicate Geographically: To describe the key physical features of volcanoes. To know how volcanoes erupt. To explore human settlements and land use in volcanic areas.</p>
Investigate Patterns	
<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	

Communicate Geographically	Plants
<ul style="list-style-type: none">• Describe key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements and land use.• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	<p>Key Question: Can you describe the location and the key features of the world's biomes and the plants that live there?</p> <p>Key Links: Science</p> <p>Investigate Places: Locating where some of the world's strangest plants on a world map, identifying the country and continent, using maps, atlases and globes. (Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on maps)</p> <p>Investigate Patterns: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on the world maps used within the unit.</p> <p>Communicate Geographically: To describe key aspects of different biomes, where they are in the world and what kind of plants can be found in each one. To describe key aspects of extreme desert climates and learn about the plants that can survive there.</p>

Key Concepts	Fox A
Investigate Places	
<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. (through local Geography day: Worldly! • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics 	<p><u>Our European Neighbours (Including Mountains)</u></p> <p>Key Question: Can you compare two European cities or countries? Key Links: WW2, United Kingdom</p> <p>Investigate Places: To locate Europe on a world map and describe its features. To identify and locate countries in Europe on a World Map. To identify European countries according to their features. To identify the major capital cities of Europe. To find out about the human and physical features of a European country.</p> <p>Investigate Patterns: To compare two European capital cities according to their features.</p> <p><u>River Nile (and the Water Cycle)</u></p> <p>Key Question: How have the uses of the river Nile changed over time? Key Links: Ancient Egypt</p> <p>Investigate Places: To describe the location and features of the River Nile. To describe in detail the journey of the River Nile from source to mouth.</p> <p>Investigate Patterns: To find out the positive and negative effects of the Aswan High Dam on the River Nile. To explore the physical and human geography of the Nile Delta. To explore uses for the River Nile and how these have changed over time.</p> <p>Communicate Geographically: To explore the water cycle and explain the stages.</p>
Investigate Patterns	
<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. <p>Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. (through local Geography day: Worldly) 	
Communicate Geographically	

- Describe key aspects of:
- **physical geography**, including: **rivers, mountains, volcanoes and earthquakes and the water cycle.**
- **human geography**, including: **settlements** and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Earning a Living

Key Question: What industries are found in different areas of the UK and why? What impact has this had on the local area?

Key Links: Let's Explore London Y2.

Investigate Places

To explore industries of the UK.

Investigate Patterns

To find out how people earn a living in different parts of the world. To find out about children around the world who help their families to earn a living.

Communicate Geographically

To explore jobs and why they are important. To be able to group jobs into sectors. To explore industries of the UK. To find out about unemployment and its effects.

<p>Key Concepts</p>	<p>Fox B</p>
<p>Investigate Places</p>	<p><u>The Rainforest+Fair Trade</u></p>
<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. (through local Geography day: Worldly) • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics 	<p>Key Question: Can you persuade someone why it is important to save the Rainforests?</p> <p>Key Links: Mayans</p> <p>Investigate Places: Explore what it is like in a rainforest and learn about the four main layers of vegetation.</p> <p>Investigate Patterns: Use atlases Discover where the rainforests are in the world and locate them on a world map. Define the word ‘climate’ and use charts and graphs to explore the climate of tropical rainforests.</p> <p>Communicate Geographically: Examine how rainforests are used and why they are under threat and the actions we can take to protect them. What is Fair Trade and how can it help the rainforest?.</p> <p><u>Extreme Earth</u></p> <p>Key Question: Can you make a model to explain an aspect of extreme earth?</p> <p>Key Links: Volcanoes</p> <p>Investigate Places: Are there more natural disasters in some parts of the world than others? Explore how the Earth’s surface is split up into tectonic plates and the resulting earthquakes that occur when they move.</p> <p>Communicate Geographically: To explain what causes earthquakes and how they are measured. Revise the differences between a volcano and a mountain. Revise how volcanoes are formed and what happens when one erupts.</p>
<p>Investigate Patterns</p>	<p><u>Rivers and the Water Cycle</u></p>
<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. <p>Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. (through local Geography day: Worldly) 	<p>Key Question: Can you draw the journey of the river labelling the key features of a river system to share with Year 3?</p> <p>Key Links: River Nile, United Kingdom, Europe</p> <p>Investigate Places: Locate key rivers of the UK and the world.</p> <p>Communicate Geographically: Describe the key features of a river system. Make links between the key aspects of a river and the water cycle. I can explain the ways rivers can be used. I can explain the impact of damming rivers.</p>

Communicate Geographically

- Describe key aspects of:
- **physical geography**, including: **rivers, mountains, volcanoes and earthquakes and the water cycle.**
- **human geography**, including: **settlements** and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Key Concepts	Owls Year A
Investigate Places	
<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (through local Geography day: Worldly) Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>China:</p> <p>Key Question: Can you produce a tourist guide for one of China's attractions including tips for travellers on customs/traditions/currency and language?</p> <p>Key Links: Shang Dynasty</p> <p>Investigate Places To locate China and its key cities. To identify the physical features of China and how humans have impacted it. To learn about China's famous tourist attractions and culture.</p> <p>Investigate Patterns To explore the similarities and differences between China and a European country</p> <p>Communicate Geographically To use human and physical geography terminology to create a tourist guide for a Chinese attraction</p> <p>Natural Resources</p> <p>Key Question: Can you write a speech to persuade people why it is important to invest in renewable energy?</p> <p>Key Links: English</p> <p>Investigate Places To identify parts of the world where wood is produced and consider some of the associated problems with its productions.</p> <p>Investigate Patterns To identify some of Britain's natural resources and explain how they are used. To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</p> <p>Communicate Geographically To create a map showing use of natural resources across the world. To write a persuasive speech highlighting the need to invest in renewable energy using geographical language.</p>
Investigate Patterns	
<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 	

<p>Communicate Geographically</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none">• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	<p>Mountains</p> <p>Key Question: Can you describe the key features of a mountain range and how different mountains are formed?</p> <p>Key Links: United Kingdom, Europe</p> <p>Investigate Places To locate mountain ranges from around the world noticing their key features. To measure and record the physical features of our school grounds in particular levels. To explain how tourism affects mountain ranges.</p> <p>Investigate Patterns To explain the geographical diversity of the mountains around the world and their formation.</p> <p>Communicate Geographically To use Ordnance Survey maps to identify mountainous regions and their features. To create own map of school grounds with a focus on its different levels.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Concepts	Owls B
Investigate Places	
<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (through local Geography day: Worldly) Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>Extreme Earth</p> <p>Key Question: Can you make a model to explain an aspect of extreme earth?</p> <p>Key Links: Volcanoes , Extreme Earth Fox</p> <p>Investigate Places To measure our local rainfall over a period of time and compare it to other parts of the country and world (water cycle link). To revise volcanoes and what people's everyday lives are like in volcanic regions.</p> <p>Investigate Patterns To investigate regions of extreme weather and noticing geographical similarities and differences including the significance of the equator etc.</p> <p>Communicate geographically To produce a cardboard box model detailing the conditions needed and effects of an extreme weather phenomenon.</p> <p>Explore Scandinavia</p> <p>Key Question: Can you compare and contrast an area of the UK with an area of Scandinavia?</p> <p>Key Links: Vikings, Europe, United Kingdom</p> <p>Investigate Places To locate the Scandinavian countries and their major cities identifying their weather and climate. To use a range of geographical resources to give detailed descriptions of the physical and human features of Scandinavia.</p> <p>Investigate Patterns To notice the similarities and differences between the UK and Scandinavia. To compare and contrast how the UK and Scandinavia have changed and the reasons for that change.</p> <p>Communicate geographically To write a detailed description comparing and contrasting between an area in the UK and an area in Scandinavia.</p>
Investigate Patterns	
<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. 	

Communicate geographically

Describe and understand key aspects of: **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

- **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Amazing Americas

Key Question: Can you create a travel guide and advise your customers on where they might like to go in the Amazing Americas taking into account; climate, weather patterns, tourist attractions and transport links?

Key Links: Plants (biomes), Mountains, Rivers,

Investigate Places To locate North/South America and its countries and major cities. To identify the physical features of the Americas and how humans have impacted it. To learn about a specific America's tourist attractions and culture.

Communicate Geographically To use human and physical geography terminology to create a travel guide for the Amazing Americas.