

Bowerham Primary and Nursery School Geography Curriculum 2020

EYFS

Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021

Providers must support children in the specific area of:

- **Understanding the world**

Educational programmes must involve activities and experiences for children, as follows:

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

The Early Learning Goal for Understanding the world that specifically relates to Geography – The natural world:

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

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children learn about the season of Autumn and explore this within their local environment. They use key stories to further explore seasons and changes, this includes looking closely at woodland animals and their habitats.</p> <p>Children take part in harvesting of fruit and vegetables. They look closely at fruit and vegetables that grow in our local environment and compare these to contrasting environments.</p>	<p>Children build on what they already know about the season of Autumn discussing key observational changes – they take part in Autumn walks to observe these changes with a focus on plants.</p>	<p>Children learn about the season of Winter and use their knowledge of the previous season of Autumn to compare key similarities and differences</p> <p>Children look at Arctic and Antarctic animals. Looking at similarities and differences between environments. They also compare these similarities and differences to their local environment. (a contrasting environment)</p> <p>Children look at similarities between different animals that live in the Arctic and Antarctic – and explore why they have these similarities.</p> <p>Children look at changing states of matter - Melting – (changing</p>	<p>Children learn about the season of Spring and use their knowledge of the previous seasons to compare key similarities and differences. They take part in Spring walks in their local environment and explore and make observations of plants that they see. Discussing key changes that are happening.</p> <p>Children look closely at similarities and differences – observing and analysing daffodils and other spring flowers. They talk about how the season of spring changes our environment.</p>	<p>Children plant a variety of seeds – they then make observations of these plants as they grow and change. They use key stories to further explore plants and growth.</p> <p>Children learn about the season of summer and use their knowledge of the previous seasons to compare key similarities and differences.</p> <p>Children learn about changing states of matter from solid to liquid and liquid to solid through hands on baking and cooking experiences – chocolate/ice-cream/ice lollies.</p>	<p>Children look at weather and make their own weather charts to record key observations. They talk about the weather in contrasting environments around the world. (through the topic of journeys around the world with Bowerham bear)</p>

		from solid to liquid) and freezing (changing from a liquid to a solid)			
Ongoing – throughout the year, linked to interests					
Children look at and talk about where they live. They learn that they live in Lancaster, which is in England. They talk about different places that they visit e.g. the park, the beach, the farm, and can talk about some of the similarities and differences. Children explore maps and make their own maps (often linked to stories such as ‘We’re Going on a Bear Hunt’). Children listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different e.g. Handa’s surprise.					

Key Stage 1 National Curriculum

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:

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.

	Y1	Autumn	Spring	Summer
		<p><u>The UK – countries, cities and seas</u></p> <p>Children use maps to name and locate the four countries and capital cities of the UK and its surrounding seas.</p> <p>Children begin to compare significant places in the UK (e.g. capital cities) and identify some geographical similarities and differences.</p> <p>Children begin to develop an understanding of some of the physical (e.g. surrounding seas) and human (e.g. capital cities) features of the UK and can understand the differences between physical and human features.</p>	<p><u>Our school (FIELDWORK)</u></p> <p>Children identify the location of the school on a map and a range of locations within the school grounds and its surrounding streets.</p> <p>Children learn to follow a route on a prepared map/plan of school grounds/immediate local area and begin to draw own maps/plans of familiar places/routes followed, using own symbols in simple keys. They are introduced to compasses and compass directions and begin to use them on their walks.</p> <p>Children continue to develop their understanding of the human and physical features by identifying and describing the features of the school and its grounds. They begin to express their opinions on these features and use basic geographical vocabulary to describe them. They use aerial photos e.g. from Google Maps to identify familiar</p>	<p><u>The world</u></p> <p>Children name and locate the world’s seven continents and five oceans.</p> <p>Children recognise the seven continents and five oceans as globally significant places.</p> <p>Children begin to develop an understanding of physical features in the wider world and use basic vocabulary (e.g. ocean, sea, continent) to identify these.</p> <p>They are able to use simple locational and directional language to describe features on the world map.</p>
Intent				

	England	English Channel	landscape	Cardiff			symbol	Australia	Indian Ocean
	Ireland	coast	London	Belfast			route	North America	Arctic Ocean
	Capital city	ocean	Edinburgh				journey	abroad	Southern Ocean
**Introduce – will be developed in KS2									
Y2	Autumn 2			Spring			Summer		
Intent	<p><u>Mvezo – South Africa</u></p> <p>Children develop their understanding of ‘place’ by investigating and describing the features of a small area within a contrasting non-European country and identify similarities and differences between ----- and Lancaster.</p> <p>Children identify the location of ----- on a range of maps including, world, continent and country maps.</p> <p>Using a range of sources, including digital maps and aerial/satellite photos, children identify the key human and physical features of ----- and make comparisons with the features found in their local area. They describe some of the reasons for similarities and differences between the two locations. They make comparisons with a focus on comparing the lives of children.</p>			<p><u>Lovely Lancaster (FIELDWORK)</u></p> <p>Children identify the location of Lancaster on a range of maps.</p> <p>Children continue to develop first –hand observation skills, following routes on maps and identifying features, simple patterns and similarities and differences during their fieldwork.</p> <p>They devise their own maps with symbols and keys and begin to recognise some OS symbols on maps used.</p> <p>They make selections from a wider range of sources to gain information including beginning to use digital mapping.</p>			<p><u>Hot and cold places</u></p> <p>Children identify the locations of the North and South Poles and the Equator, Arctic Circle, Antarctic Circle and the Northern and Southern Hemispheres.</p> <p>Children locate hot and cold areas within continents using globes and maps.</p> <p>Children compare a range of hot and cold places around the world. They describe what life is like for people (including children) who live there.</p> <p>Children identify geographical similarities differences (key human and physical features) between a range of hot and cold places around the world</p> <p>They are able to confidently ask and answer geographical questions about the areas studied.</p>		
	<p>Locational knowledge / place knowledge / human and physical geography/ mapping / fieldwork / Enquiry and investigation / Use of ICT and technology</p>								
	<p>*Can I identify and locate places studied on a range of maps at different scales?</p> <p>*Can I understand and explain the meaning of the term ‘non-European country’?</p> <p>*Can I make simple comparisons between the key human and physical features of places studied (e.g. Lancaster and Rio de Janeiro)?</p> <p>*Can I recognise similarities and differences between their own and in the lives of children in the locations studied?</p> <p>*Can I ask simple geographical ‘where’, ‘what’, ‘who’ questions about the world and their environment? e.g. What is it like to live in this place?</p>			<p>*Can I identify and locate places studied on a range of maps at different scales? Can I use maps and other images to talk about everyday life e.g. where we live, journey to school etc?</p> <p>*Can I begin to recognise and identify basic OS symbols and know which direction is North on an OS map?</p> <p>*Can I engage in teacher-led/guided fieldwork enquiries?</p> <p>*Can I use a compass (four compass points) to follow and describe routes?</p> <p>*Can I use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW)?</p> <p>*Can I use aerial/satellite photos and plan perspectives to locate and identify local landmarks and basic human and physical features?</p> <p>*Can I explain the difference between human and physical geographical features?</p> <p>*Can I express a range of opinions on the features of Lancaster and suggest improvements that could be made?</p> <p>*Can I devise a simple map of a place in the local area?</p> <p>*Can I use and construct basic symbols in a key?</p> <p>*Can I understand that symbols mean something on maps and begin to realise why maps need a key?</p> <p>*Can I use simple electronic globes/maps?</p> <p>*Can I use the zoom facility of digital maps and understand that this means more or less detail can be seen?</p> <p>*Can I begin to highlight/annotate digital maps?</p> <p>*Can I use a postcode to find a place on a digital map?</p> <p>*Can I do simple searches within specific geographic software?</p>			<p>*Can I identify and locate the North and South Poles and the Northern and Southern Hemispheres?</p> <p>*Can I identify and locate the Equator, Arctic Circle and Antarctic Circle?</p> <p>*Can I identify and locate continents that have significant hot or cold areas and link to Poles/Equator?</p> <p>*Can I describe similarities and differences between the continents?</p> <p>*Can I recognise similarities and differences between their own and in the lives of children in the locations studied?</p> <p>*Can I ask simple geographical ‘where’, ‘what’, ‘who’ questions about the world and their environment? e.g. What is it like to live in this place?</p>		

Enrichment Key Vocabulary (plus vocabulary stated in the NC)	Earth day Meryside Maritime museum									
	*Understand and use a range of basic geographical vocabulary	valley	North pole	Equator**	Terrace	Lancaster	Port/harbour	Landmark	beach	European
		desert	South pole	Northern hemisphere**	Detached	Town	Bowerham road	Airport	cliff	Non - European
			Arctic circle	Southern hemisphere**	Semi detached	river	village	border	Forest	Similarity
			Antarctic circle		flat	local	factory	key	mountain	Difference
					direction	route	symbol	Digital map	Satellite photo	Zoom in/out
					compass	north	south	east	west	Highlight/ label
**Introduce – will be developed in KS2										

Key Stage 2

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

Pupils should be taught:

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.

Y3	Autumn 2	Spring
	<p style="text-align: center;"><u>River Lune and trading (FIELDWORK)</u></p> <p>Children name and locate the major world rivers and rivers of the UK, our region and local area. Children identify the features of a river and how they can change over time.</p> <p style="text-align: center;">Children focus on the river Lune. They identify the location of the source and mouth of the River Lune. They explain the effects of the river on the human and physical geography of Lancaster and the North West region.</p> <p>Children use observation, map and questioning skills to investigate the significance and uses of the River Lune over time including the impact on economic activity including trade links.</p> <p>Children understand the water cycle, its associated processes and some of its effects on Earth's geography. They identify how rivers are linked to the water cycle.</p> <p>Children begin to suggest geographical questions that could be investigated during a fieldwork study.</p> <p>They create sketch maps of routes followed using symbols and keys and begin to use four-figure references to identify locations. They begin to use eight compass points to give directions and locations and they use a range of charts and tables to present and begin to compare their findings based on primary and secondary data.</p> <p style="text-align: center;"><u>The UK- Regions - North West and South East – a comparison of regions how land use has changed over time</u></p> <p>Children develop their understanding of a wider range of places within the UK.</p> <p>Children develop their understanding of UK mapping, including identifying regions, counties, and cities.</p> <p>Children identify geographical similarities and differences between our local region and town and other UK regions and towns/cities.</p> <p>They identify types of settlement and land use in the country and how land use has changed over time and the impact of this on the location of some of these features.</p>	<p style="text-align: center;"><u>Europe – locating and comparing European countries</u></p> <p>Children develop an understanding of Europe as the continent that the UK is located in.</p> <p style="text-align: center;">Children locate a range of countries, regions and cities in Europe.</p> <p>Children identify human and physical characteristics across Europe and make comparisons.</p> <p>Children investigate geographical questions and present information and make comparisons in a range of way.</p>

Intent

Locational knowledge / place knowledge / human and physical geography/ mapping / fieldwork / Enquiry and investigation / Communication/ Use of ICT and technology	<ul style="list-style-type: none"> * Can I locate and compare the major rivers of the world, the UK and our locality? * Can I describe the key features and uses of rivers and understand how their features have changed over time? * Can I understand some of the ways in which rivers (including the Lune) affect the human and physical geography of places? * Can I describe the key uses of rivers and understand how they have changed over time? * Can I identify some examples of the economic (including trade links) activity of the locations studied over time? * Can I understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth? * Can I engage in guided enquiries and begin to suggest own questions for enquiry? * Can I begin to evaluate my own observations and compare them with others? * Can I observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices? * Can I use presentation software to record geographical features and processes? * Can I create a simple route map e.g. of a short route followed, with symbols and a key including features in the correct places? * Can I label maps with titles to show their purpose? * Can I begin to understand more complex keys (e.g. OS symbols, size of symbol for quantity)? * Can I understand the eight compass points and begin to use them to follow routes? * Can I understand that four-figure grid references can be used to identify locations and begin to use them? * Can I annotate digital maps with text and labels to explain features and places? * Can I link features on maps to photos and aerial views? * Can I understand the location of Lancashire as within the North West region? * Can I describe the locations of the geographical regions of the UK, our nearby counties and major UK cities? * Can I identify geographical similarities and differences between our local region and town and other UK regions and towns/cities? * Can I identify the locations of some of the key human and physical features of the UK? * Can I make simple comparisons between some human and physical geographical features of the UK? * Can I begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment)? * Can I identify types and sizes of settlement found in the UK and describe some of the characteristics of different settlements? * Can I identify and describe land use in the UK and understand how this has changed over time in the locations studied? 	<ul style="list-style-type: none"> * Can I locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics? * Can I begin to use a wider range of maps as well as atlases, globes and digital mapping? * Can I use the contents/index of an atlas * Can I use the zoom facility on digital maps to locate places at different scales? * Can I use maps at more than one scale? * Can I recognise larger scale maps cover less area?
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Enric	Earth day University of Cumbria – mountain day
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Key Vocabulary	*Begin to use a wider geographical vocabulary	North East	London	Land use	erosion	body of water	Eight compass points**		European countries	
		North West	South East	retail	upper/middle/lower course	mouth	Primary and secondary data		European capital cities	
		Yorkshire	South West	industry	meander	water cycle			Human features	
		West Midlands	counties	leisure	channel	deposition			Physical features	
		East Midlands	council	tourism	tributary	Delta				
		East Anglia	population	business	source	river bank		Contrast	settlement	
		region	compare	motorway	sea level	river bed	characteristic	River bed	Local, national and global river names	
		**Introduce – will be developed in year 4								

Y4	Autumn 2	Spring	Summer 2
Intent	<p style="text-align: center;">Map skills</p> <p>Children begin to observe, measure, record and communicate geographical information of the local area.</p> <p>Children begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps.</p>	<p style="text-align: center;">Italy – volcanos</p> <p>Children identify regions within Italy and identify and compare the location of Sicily with the location of the north-west region of the UK.</p> <p>Children develop their comparison skills further by comparing two contrasting regions – their home region and the region of Sicily in Italy (building on work done in year 3 on the north west). They identify and describe a range of similarities and differences in the human and physical geography of each region.</p> <p>Children compare and contrast the economic activity (including trade links) of the two regions.</p> <p>They understand what a volcano is and how geographical features like volcanoes affect where people settle.</p>	<p style="text-align: center;">Climate</p> <p>Children develop their understanding of the concept of climate. They identify the world’s climate zones and locate and explain the significance of the equator, Tropic of Cancer and Tropic of Capricorn, Arctic and Antarctic circle and the Northern Hemisphere and Southern Hemisphere.</p> <p>Children locate the world’s biomes and vegetation belts. Children describe and understand key aspects of biomes and vegetation in Egypt.</p> <p>Children investigate climate change. They begin to understand some of the effects that climate change can have.</p> <p style="text-align: center;">Map skills (FIELDWORK) Pendal hill</p> <p>Children observe, measure, record and communicate geographical information of the local area.</p> <p>Children begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps.</p>
	Locational knowledge / place knowledge / human and physical geography/ mapping / fieldwork / Enquiry and investigation / Communication/ Use of ICT and technology	<ul style="list-style-type: none"> *Can I understand the purpose of contour lines on maps? *Can I recognise patterns on maps and being to explain what they show? *Can I use four-figure grid references to identify and describe locations? *Can I interpret satellite images? *Can I make a simple scaled drawing? e.g. of the classroom 	<ul style="list-style-type: none"> *Can I identify geographical (human and physical) similarities and differences between a region in Europe (Sicily) and a region of the UK (North West)? *Can I explain the differences between the terms ‘human geography’ and ‘physical geography’? *Can I describe and explain the economic activity (including trade links) of the locations studied? *Can I begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place (focus on Mount Etna in Sicily)?

	<p>drawing scale maps of areas of the coastline with complex keys. They begin to use six-figure references to identify and describe locations and are able to use eight cardinal points to give directions or describe routes.</p>	<p>They identify the impact of climate zones and biomes on life in the Americas and understand how these and other factors can affect population distribution and density.</p> <p style="text-align: center;"><u>South America – Peru - Lima</u></p> <p>Children begin to suggest their own questions to investigate when comparing Lima in Peru and with our home region. They also develop their understanding of the reliability of geographical sources, including images, and how geographical 'facts' can be interpreted in different ways.</p> <p>Children describe the human and physical geography of Lima in Peru. They investigate the economic activity (including trade links), land use and environmental issues in these locations and make comparisons with our region. They discuss issues linked to the distribution of resources including energy, food, minerals and water in these areas.</p> <p>Children make comparisons to features of Europe previously studied.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Locational knowledge / place knowledge / human and physical geography / mapping / fieldwork / Enquiry and investigation / Communication/ Use of ICT and technology</p>	<ul style="list-style-type: none"> *Can I identify and locate major coastal towns in the UK and in our locality? *Can I understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity? *Can I begin to complete enquiries based on own suggested questions? *Can I make predictions and test simple hypotheses about people and places? *Can I evaluate own observations, compare them with others and begin to draw conclusions? *Can I interpret data collected and present the information in a variety of ways including charts and graphs? *Can I collect and present data electronically? e.g. through the use of online questionnaires. *Can I use eight cardinal points to give directions and instructions? *Can I begin to use six-figure grid references to identify and describe locations? *Can I draw to scale from given measurements/using observations and compare to other maps? *Can I create sketch maps, using symbols and a key? *Can I use a wider range of OS symbols including 1:50k symbols? *Can I understand that different scale OS maps use some different symbols? *Can I, on digital maps, use a wider range of labels and measuring tools? *Can I follow routes on a map describing what can be seen? *Can I identify, describe and interpret relief features on OS maps? *Can I use models and maps to discuss land shape? 	<ul style="list-style-type: none"> *Can I locate the countries of North and South America and use maps to identify major regions, cities and human and physical characteristics of the Americas? *Can I use a wide range of maps, atlases, globes and digital maps to locate countries and features studied? *Can I identify lines of longitude on a world map, including the Prime Meridian? *Can I locate position of time zones within the Americas? *Can I interpret and use thematic maps? *Can I understand the impact of climate zones and biomes on the human and physical geography of the Americas? *Can I identify and locate places studied using maps and compare to the location of other regions (our region and Sicily)? *Can I investigate and describe the human and physical geographical features of the region in South America studied and compare to other regions previously studied? *Can I begin to understand the links between the human and physical geography of the places studied? *Can I identify, explain and compare the economic activity, land use and distribution of natural resources (including energy, food, minerals and water) in the locations studied? *Can I identify and understand the impacts over time of key environmental issues in the locations studied? (e.g. deforestation, wildfires) 	<ul style="list-style-type: none"> *Can I locate and compare major mountain ranges of the world and the UK? *Can I understand the key features of and the physical processes involved in the formation of mountains? *Can I describe, compare and evaluate some of the effects/impacts of mountains on the human and physical geography of the locations studied? *Can I communicate geographical information electronically? e.g. webpage, blog

Enrichment	Earth day										
Key Vocabulary	*Secure and further develop the use of a wide geographic vocabulary	North and south American countries, major capital cities and major physical and human characteristics	Lines of longitude	Physical process	energy	Thematic maps	Local coastal locations	Depositional landform	Sea defences		
			Prime meridian	Human process/activity	Production	trend	UK coastal locations	weathering	Sea wall		
			Greenwich meridian	Population distribution	state		Coastal erosion	Cave/arch/stack/column	Tidal barrier		
				Population density	economy		Erosion landform	Tide/tidal			
Y6	Autumn			Spring				Summer			
Intent	<u>A village study – Lulworth Cove</u>			<u>The future of our planet – ‘Make do and mend’</u>				<u>North America – Mexico – volcanos and earthquakes</u>			
	<p>Children use their own suggested questions to investigate change over time and economic activity as part of a settlement study.</p> <p>They describe and compare some of the effects of economic activity (including trade links), distribution of resources (including energy, food, minerals and water) and land use in the places studied and suggest how the economy could be improved.</p> <p>Children make a range of comparisons between the human and physical features of Lulworth Cove and other locations studied for example Lancaster.</p>	<p>Children draw on all of their geographical skills to investigate the sustainability of the planet and the distribution of natural resources around the world.</p> <p>They examine the distribution of natural resources including energy, food, minerals and water around the planet and give their opinions and suggestions on sustainability in the future.</p> <p>They ask and answer perceptive questions and suggest ways to answer these using maps, images and other secondary/tertiary sources. They begin to critique information provided by a range of sources and organise all of the information they collect by relevance and reliability in order to support their ideas about the future sustainability of the planet.</p> <p>Children describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future.</p> <p>Children investigate the effects of climate change in more depth and breadth following their introduction to the topic in Year 4.</p>	<p>Children name and locate volcanoes in Mexico and around the Ring of Fire. They identify the locations of earthquakes in Mexico using thematic maps.</p> <p>Children describe the human and physical and geography of Mexico with a focus on its earthquakes and volcanoes and their impact. They develop an understanding of the key features and processes involved in earthquakes and volcanoes and draw on their previous learning to evaluate the impact on human activity, including settlement patterns.</p> <p>Children explore other significant human and physical geography of Mexico and make comparisons to other North American countries.</p> <p>Children continue to develop their understanding of and ability to use a range of maps, including thematic and distribution maps, to investigate physical processes and features.</p> <p style="text-align: center;"><u>A village study – Glasson Dock (FIELDWORK)</u></p> <p>They use six-figure grid references and the eight-point compass confidently to describe locations and follow routes and begin to show an awareness of the sixteen-point compass and quadrant bearings. They draw maps to scale, compare their drawings to original maps to ensure accuracy and organise and present their findings in a range of ways.</p> <p>Children make a range of comparisons between the human and physical features of Lulworth Cove and Glasson Dock.</p>								
Locational knowledge / place knowledge / human and physical geography / mapping /	<p>*Can I locate the village of Lulworth Cove on a range of maps of various scales and perspectives?</p> <p>*Can I describe some of the effects of economic activity (including trade links) and distribution of natural resources on the people who live in the places studied?</p> <p>*Can I describe, compare and evaluate the land use in Lulworth Cove over time?</p>			<p>*Can I investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved?</p> <p>*Can I evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world?</p> <p>*Can I develop my views and attitudes to critically evaluate responses to local geographical issues or events?</p>				<p>*Can I identify the location of Mexico and its major cities on a wide range of maps, atlases, globes and digital maps to locate countries and features studied?</p> <p>*Can I investigate and compare the locations of major earthquakes and volcanoes within Mexico and around the world and understand how these link to the location of the world’s tectonic plates?</p> <p>*Can I understand the key features of and the physical processes involved in the formation of volcanoes and earthquakes?</p> <p>*Can I describe, compare and evaluate some of the effects/impacts of volcanoes and earthquakes on the human and physical geography of the locations studied?</p>			

	<p>*Can I identify how the physical and human geographical features of a village has an impact on economic activity and suggest ways in which the economy/services could be improved?</p> <p>*Can I make a range of comparisons between the village studied and other locations studied?</p> <p>*Can I suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources?</p> <p>*Can I complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results?</p> <p>*Can I evaluate my own observations, compare them with others and draw conclusions?</p>	<p>*Can I investigate electronic links with schools/children in other places?</p> <p>*Can I communicate geographical information in a variety of ways including through maps, diagrams, numerical skills and writing at increased length?</p>	<p>*Can I use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied?</p> <p>*Can I confidently use distribution/thematic maps to illustrate an idea or discussion?</p> <p>*Can I use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes?</p> <p>*Can I ask and answer questions that are more casual? e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?</p> <p>*Can I show awareness of the 16-point compass rose and compass quadrant bearings?</p> <p>*Can I use six figure grid references to identify and describe locations?</p> <p>*Can I observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technology?</p> <p>*Can I relate different maps to each other and to aerial photos?</p> <p>*Can I choose the most appropriate map/globe for a specific purpose?</p> <p>*Can I use the scale bar on maps?</p> <p>*Can I read and compare map scales?</p> <p>*Can I start to explain satellite imagery?</p> <p>*Can I identify how the physical and human geographical features of a local village has an impact on economic activity and suggest ways in which the local economy/services could be improved?</p> <p>*Can I make a range of comparisons between the local village studied and other locations studied?</p>
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Enrichment	Earth day
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Key Vocabulary	*Confidently use a wide geographic vocabulary	production	export	Non-renewable energy	bias	epicentre	extinct	Mexico City	metamorphic	plate
		Distribution	sustainability	Distribution maps	Human activity	landslide	geothermal	Ring of fire	crust	tectonic
		Consumption of natural resources	Climate change	Thematic maps	Physical processes	Richter scale	earthquake	sedimentary	mantle	crater
		import	Renewable energy	16-point compass (introduce)	Industry	tsunami	Fault line	igneous	core	dormant
					leisure	aftershock	tremor			