



The five key geography skills: Asking Geographic Questions; Acquiring Geographic Information; Organizing Geographic Information; Analysing Geographic Information; Answering Geographic Questions

Key Substantive Knowledge strands:

- Place and Space
- Scale
- People, Culture and Trade
- Environmental Impact
- Physical and Human Processes

YEAR	AUTUMN	SPRING	SUMMER
EYFS	SEASONS (Focus on autumn)	SEASONAL CHANGES Understanding and recognising seasonal change from Winter	SEASONAL CHANGES Understand and recognise seasonal change from Spring to Summer.
	PHYSICAL GEOGRAPHY	into Spring.	Introduce concept of world differences: hot and cold places and how they
	AROUND OUR SCHOOL (and the immediate area beyond.) Finding our	PHYSICAL GEOGRAPHY	are different from where we live. PHYSICAL GEOGRAPHY
	way knowing where we are and following directional instructions.	Revisit map and introduce globe. Introduce google earth	Use maps, books computing and holiday experiences, (including food)
	Introduce and produce local map. Visiting the shops	looking beyond our familiar environment. PLACE KNOWLEDGE	Beginning to learn and understand the importance of where we live.
	PLACE KNOWLEDGE	GEOGRAPHY SKILLS	HUMAN GEOGRAPHY Strands:
	FIELDWORK Strands:	<u>Strands:</u>	Place and Space
	Place and Space	Physical and Human Processes	Physical and Human Processes
	Physical and Human processes	Place and Space	
		Scale	JOURNEYS WE MAKE.
	SEASONAL CHANGES	KNOWING THE IMPORTANT PLACES IN OUR ENVIRONMENT	Use geographical vocabulary, including physical features and landmarks. Look at and make own simple maps.
	Understanding and recognising seasonal change from Autumn	-visiting the local church / park.	FIELDWORK
	to Winter.	LOCATIONAL KNOWLEDGE	GEOGRAPHY SKILLS
		FIELDWORK	<u>Strands:</u>
	PHYSICAL GEOGRAPHY	<u>Strands:</u>	Physical and Human Processes Place and Space
	<u>Strands:</u>	Physical and Human Processes	Scale
	Physical and Human Processes	Place and Space People, Culture and Trade	
YEAR 1	WEATHER		SKILLS + FIELDWORK
TLANI			N.C. UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY.
	PHYSICAL GEOGRAPHY		-Know own address including postcode
	N.C. IDENTIFY SEASONAL AND DAILY WEATHER PATTERNS IN		- Know and use the terminologies: left and right; below, next to
	THE UNITED KINGDOM		-Know own address and postcode (label Teddies for picnic)
	(<i>keeping a weather diary through the year</i>) -Know and recognise main weather symbols		 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 the seasons and know about the type of weather in each season -Know which is the hottest and coldest season in the UK - vocab – season, weather (continuous throughout year – links to science) <u>Strands:</u> Physical and Human processes LOCATE PLACES IN THE UK AND BEYOND LOCATE PLACES IN THE UK AND BEYOND LOCATIONAL KNOWLEDGE N.C. <u>NAME, LOCATE AND IDENTIFY THE FOUR COUNTRIES</u> <u>AND FLAGS OF THE UNITED KINGDOM</u> -Know the names of the four countries that make up the UK & the corresponding flags - know the names of the 7 continents and the 5 oceans - vocab – ocean, sea. <u>Strands:</u> Place and Space <u>Scale</u> <u>Developing Geography Skills</u> Using maps and globes, asking questions, making comparisons, observing and recording. 		Making and using maps of the school Local Walk to Pudsey park - vocab – city, town, house, shop, farm <u>Strands:</u> Physical and Human Processes Place and Space Scale PLACE KNOWLEDGE Animals from around the world (link to work on science). SKILLS + FIELDWORK N.C. UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY. USE WORLD MAPS, ATLASES AND GLOBES. - Locate North Pole and South Pole. - Locate the equator - Know features of hot and cold places in the world – Climate <u>Strands:</u> Place and Space Scale Physical Processes Developing Geography Skills Using locational and directional language; observing, recording, making comparisons, asking questions, using maps and globes.
YEAR 2	LOCATIONAL KNOWLEDGE N.C. NAME, LOCATE AND IDENTIFY CHARACTERISTICS OF THE FOUR COUNTRIES AND CAPITAL CITIES OF THE UNITED KINGDOM AND ITS SURROUNDING SEAS. NAME AND LOCATE THE WORLD'S SEVEN CONTINENTS AND FIVE OCEANS HUMAN GEOGRAPHY_PHYSICAL GEOGRAPHY N.C. USE BASIC GEOGRAPHICAL VOCABULARY TO REFER TO: BEACH, CLIFF, COAST, FOREST, HILL, MOUNTAIN, SEA, OCEAN, RIVER, CITY, TOWN, VILLAGE FARM, Recap learning from last year: O names of the four countries that make up the UK o names of the 7 continents Name the capital cities of the UK (London, Edinburgh, Cardiff, Belfast Northern Ireland)	SKILLS + FIELDWORK N.C. USE WORLD MAPS, ATLASES AND GLOBES; USE SIMPLE COMPASS DIRECTIONS; USE AERIAL PHOTOS, CONSTRUCT SIMPLE MAPS; UNDERTAKE SIMPLE FIELDWORK WITHIN SCHOOL LOCALITY LOCAL AREA STUDY – Stanningley • Undertake simple field work within the school location: Local Study (link to local history study) • Use UK maps & Google Maps to locate Stanningley • Locate & Recap own address (YR1) • Use aerial photos, construct simple maps, including a key.	PLACE KNOWLEDGE N.C. UNDERSTAND GEOGRAPHICAL SIMILARITIES & DIFFERENCES THROUGH STUDYING THE HUMAN & PHYSICAL GEOGRAPHY OF A SMALL AREA OF THE UNITED KINGDOM & OF A SMALL AREA IN A CONTRASTING NON EUROPEAN COUNTRY Know the main differences between a place in England and that a of a small place in a non-European country (Stanningley and Bulawayo, Zimbabwe) SKILLS + FIELDWORK N.C.USE WORLD MAPS, ATLASES, & GLOBES TO IDENTIFY THE UK AND OTHER COUNTRIES USE SIMPLE COMPASS DIRECTIONS (NORTH , SOUTH, EAST & WEST) – RECAP KNOW DIRECTIONAL & LOCATIONAL LANGUAGE E.G (NEAR &





	Identify characteristics of the four countries & the capital cities	Use simple compass directions	DESCRIBE LOCATION OF FEATURES & ROUTES ON A MAP.
	(Know the main differences between a village, a city & a town;		
	Identify the following physical features using maps and	 Know which is N,S,E,W on a compass 	<u>Strands:</u>
	pictures: mountain, lake, river, cliff forest & beach).		Place and Space
		<u>Strands:</u>	Physical and Human Processes
	Name & locate the 4 seas of UK (Channel, North, Irish &	Place and Space	Scale
	Atlantic)	Scale	People, Culture and Trade
	Identify characteristics of the seas surrounding UK	People, Culture and Trade	Developing Geography Skills
	identity characteristics of the seas surrounding or		Using maps, including atlases and digital maps; making
	SKILLS + FIELDWORK	Developing Geography Skills	comparisons; observing, asking questions; use directional &
		Making comparisons; using and creating maps, including a	locational Language
	N.C. USE WORLD MAPS, ATLASES AND GLOBES	key; using aerial photographs and digital maps; observing	
	 Use world maps, atlases and globes (To Locate four Cities) 	and recording, asking questions.	
	 Use simple compass directions 		
	Know which is N,S,E,W on a compass		
	<u>Strands:</u>		
	Place and Space		
	Scale		
	Developing Geography Skills		
	Using world and UK maps, atlases and globes; use simple		
	compass directions, further develop locational and		
	directional language; asking questions, observing and		
	recording.		
YEAR 3	THE RELATIONSHIP BETWEEN MAPS AND GLOBES		CLIMATE
_	LOCATIONAL KNOWLEDGE		Is climate cool?
	N.C. IDENTIFY THE POSITION AND SIGNIFICANCE OF		PHYSICAL GEOGRAPHY
	LATITUDE, LONGITUDE, EQUATOR, NORTHERN		N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL
	HEMISPHERE, SOUTHERN HEMISPHERE, THE TROPICS OF		GEOGRAPHY, INCLUDING: CLIMATE ZONES, BIOMES AND
	CANCER AND CAPRICORN, ARCTIC AND ANTARCTIC CIRCLE,		VEGETATION BELTS.
	THE PRIME/GREENWICH MERIDIAN AND TIME ZONES		- Locate some of the world's climate zones on a globe or map,
	(INCLUDING DAY AND NIGHT);		name examples and have some understanding of them
	LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS		- Describe and give examples of the variety of biomes and
	ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) AND		vegetation belts
	NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR		- Use appropriate geographical vocabulary to describe weather,
	ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN		climate, climate zones, biomes and vegetation belts.
	CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES		-Recap weather and start to learn about climate, climate zones
	-To be able to identify the position of lines of latitude and		and biomes
	name the Equator, Tropics of Cancer and Capricorn and the		- Find out about the polar climate zone, and to learn about the
	Polar circles, Arctic and Antarctic, and the North and South		tundra biome
	Poles		
	-		





OOL GEOGRAPHY LONG TERM PLAN	* * *
	- Find out about the hottest, driest places on Earth and the
	tropical desert climate zone
	- Find out about the hottest, wettest places on Earth, and to learn
	the term tropical rainforest biome
	- Learn about the temperate climate zone and the deciduous
	forest biome, and to consider climate change and preventative
	measures that might be taken in the UK
	Strands:
	Place and Space
	Physical and Human Processes
	Environmental Impact
	COASTS
	LOCATIONAL KNOWLEDGE
	N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE UNITED
	KINGDOM, GEOGRAPHICAL REGIONS AND THEIR IDENTIFYING
	HUMAN AND PHYSICAL CHARACTERISTICS, KEY TOPOGRAPHICAL
	FEATURES, COASTS AND LAND-USE PATTERNS; UNDERSTAND
	HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME
	-discover how much the children know about, and have
	experienced, the seaside, and to locate coastal places in the UK on
	a map
	- look at a region of the UK, and discover how varied its coastline is
	- use geographical vocabulary to describe, compare and contrast
	natural features found at the coast
	- learn about economic activities that occur around the coast of
	the UK and use geographical vocabulary to describe built coastal
	features
	SKILLS + FIELDWORK
	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER
	MAPPING TO BUILD THEIR KNOWLEDGE OF THE UNITED
	KINGDOM AND THE WIDER WORLD
	USE THE EIGHT POINTS OF A COMPASS
	-Field trip to the coast: ask questions, observe and record; take
	and use photographs;
	Make comparisons; present information
	-Use maps to locate coastal areas
	-Know and name the eight points of a compass
	<u>Strands:</u>
	Physical and Human Processes
	Place and Space

-Know what is meant by the term 'tropics' -Know the names of four countries from the southern and four

from the northern hemisphere

-Know the names of and locate at least eight European countries

To learn about longitude, and about the Earth's daily rotation and its effects

-To locate the International Date Line and time around the world

SKILLS + FIELDWORK

N.C. <u>USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER</u> <u>MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES</u> <u>STUDIED</u>

-Use maps to locate European countries and capitals. -Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian -Understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways

-To demonstrate the relationship between maps and globes and explore the idea of addresses

-To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface

Strands: N.

Place and Space

Scale

Developing Geography Skills

Using world maps, atlases, globes and digital mapping; asking questions, observing and recording; describe relationships





			People, Culture and Trade
			Scale
			Developing Geography Skills
			Using maps, atlases, globes and digital mapping; use and
			understand the 8 points of a compass; ask questions, observe
			and record; take and use photographs;
			Make comparisons; present information
YEAR 4	VOLCANOES AND EARTHQUAKES	THE WATER CYCLE	NORTH AND SOUTH AMERICA
,	(Can the earth shake, rattle and roll?)	How does water go round and round? Link to science- states of	Can you come on a great American road trip?
	PHYSICAL GEOGRAPHY	matter	LOCATIONAL KNOWLEDGE
	N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL	HUMAN GEOGRAPHY_PHYSICAL GEOGRAPHY:	N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS
	GEOGRAPHY, INCLUDING VOLCANOES AND EARTHQUAKES	N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL	ON NORTH AND SOUTH AMERICA, CONCENTRATING ON THEIR
	-Describe and understand the key aspects of volcanoes and	GEOGRAPHY, INCLUDING THE WATER CYCLE; DESCRIBE AND	ENVIRONMENTAL REGIONS, KEY PHYSICAL AND HUMAN
	earthquakes	UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY,	CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES
	-Understand that the distribution of earthquakes and	INCLUDING THE DISTRIBUTION OF NATURAL RESOURCES	-Enhance locational and place knowledge
	volcanoes follows a pattern	INCLUDING ENERGY, FOOD, MINERALS AND WATER	-Focus on North and South America, concentrating on their
	-Learn about the 'Pacific Ring of Fire'.	-Know and label the main features of a river	environmental regions, key physical and human characteristics,
	- Know what causes an earthquake	-Know the name of and locate a number of the world's longest	countries and major cities
	-Label the different parts of a volcano	rivers	-Understand geographical similarities and differences through the
	-To understand list of hazards of the distribution of	-Know the name of and locate a number of the world's highest	study of a region in North and South America
	earthquakes and volcanoes, and to know where the world's	mountains	- discover something about North American and South American
	most active earthquake and volcanic zone is today	-Explain the features of a water cycle	cities, and improve knowledge about the difference between
	-Investigate recent earthquakes and volcanic eruptions and	-Understand where rivers and mountains fit into the water	continent, country, state and city
	the associated issues	cycle.	- research some countries and cities of South America, and
	-The Earth's crust is made of plates which can move and this	-Know why most cities are located by a river	compare them to North American cities
	can cause an earthquake which is experienced by people as	SKILLS + FIELDWORK	SKILLS + FIELDWORK
	the ground shaking, sometimes violently.	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER
	- Earthquakes and volcanoes are most likely to occur where	MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES	MAPPING
	plates meet and these places can be dangerous places to live.	<u>STUDIED</u>	-Learn to use the eight points of a compass – use these to locate
	<u>Strands:</u>	-Use maps to locate the main rivers in the UK	cities in the continent of North America, and to discover something
	Place and Space	- River Study: Nell Bank Educational Visit (see additional Nell	about (some of) these cities
	Physical processes	Bank Plan)	<u>Strands:</u>
	Environmental impact	<u>Strands:</u>	Physical and Human Processes
	HUMAN GEOGRAPHY	Physical and Human Processes	Place and Space
	N.C DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN	Place and Space	People, Culture and Trade
	GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND	Environmental Impact	Scale
	USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE	Developing Geography Skills	Developing Geography Skills
	DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY,	Use maps, atlases, globes and digital mapping; map	Use maps, atlases, globes and digital mapping; map
	FOOD, MINERALS AND WATER	reading; make observations and measurements (river	reading; make comparisons; use and understand the 8
	-To discover why people live in the vicinity of volcanoes, and	-	points of a compass; record and present information



YEAR



,	what measures can be taken to make life safer in earthquake	study); take and use photographs; record and present	
:	zones	information	
	<u>Strands:</u>		
	Place and Space		
	Physical and Human processes		
	People, culture and trade		
1	SKILLS + FIELDWORK		
	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER		
-	MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES		
	STUDIED		
	Link to History topic on Victorians – Local History Study		
	To discover Victorian buildings in the local area, and to plot		
	these on a map		
	Identify the key Victorian features of my local area.		
	Further develop map reading and field sketching skills.		
	<u>Strands:</u>		
	Place and Space		
	Scale		
	Physical and Human processes		
	Developing Geography Skills		
	Use maps, atlases, globes and digital mapping; map		
	reading;		
	Field sketching; take and use photographs; observe,		
	record and present information		
5	CHANGES OVER TIME	EUROPEAN REGIONAL STUDY – THE ALPS	THE AMAZON
	How is our country changing?	Where should we go on holiday? – A study of the Alpine Region	What is it like in the Amazon?
	LOCATIONAL KNOWLEDGE	of Europe	LOCATIONAL KNOWLEDGE
	N.C. NAME AND LOCATE COUNTIES AND CITIES OF THE	LOCATIONAL KNOWLEDGE	N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO FOCUS
	UNITED KINGDOM, GEOGRAPHICAL REGIONS AND THEIR	N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO	SOUTH AMERICA, CONCENTRATING ON THEIR ENVIRONMENTAL
	DENTIFYING HUMAN AND PHYSICAL CHARACTERISTICS, KEY	FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA)	REGIONS, KEY PHYSICAL AND HUMAN CHARACTERISTICS,
	TOPOGRAPHICAL FEATURES (INCLUDING HILLS, MOUNTAINS,	CONCENTRATING ON THEIR ENVIRONMENTAL REGIONS, KEY	COUNTRIES, AND MAJOR CITIES
	COASTS AND RIVERS), AND LAND-USE PATTERNS; AND	PHYSICAL AND HUMAN CHARACTERISTICS, COUNTRIES, AND	-understand what the Amazon is and where it is located
	UNDERSTAND HOW SOME OF THESE ASPECTS HAVE	MAJOR CITIES	HUMAN GEOGRAPHY
	CHANGED OVER TIME	-Know the names of a number of European capitals	N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN
-	Name and locate some key topographical features of the UK	-Be taught to understand a region of another European	GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE,
	and their own region	country	ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE
-	Understand that regions change over time and that change is	HUMAN GEOGRAPHY	DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY,
	continual	N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN	FOOD, MINERALS AND WATER
-	explain how the local area has changed and how it might	GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND	-Understand what life is like in the Amazon and how it is changing
	change in the future	USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE	





HUMAN GEOGRAPHY	DISTRIBUTION OF NATURAL RESOURCES INCLUDING ENERGY,	- Understand how the Amazon is being damaged and how it can
N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN	FOOD, MINERALS AND WATER	be protected
GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND	-Extend their knowledge and understanding beyond the local	-Research and write a report about the Amazonian city of Manaus
USE, ECONOMIC ACTIVITY INCLUDING TRADE LINKS	area to include Europe. This will include the location and	PHYSICAL GEOGRAPHY
-Understand that local people will have differing opinions	characteristics of a range of the world's most significant	N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL
about change in their region, and to explain some ways in	human features.	GEOGRAPHY, INCLUDING: CLIMATE ZONES, RIVERS, MOUNTAINS
which development can be sustainable	-To understand that houses are built to suit their location and	-Understand the Amazon's climate and how the native animals are
-understand that change is happening in the local area, and	purpose	adapted to it
that changes will continue to happen	-To understand the importance of the tourist industry to	SKILLS + FIELDWORK
SKILLS + FIELDWORK	Alpine communities, and to understand that tourism also	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER
N.C. USE THE EIGHT POINTS OF A COMPASS, FOUR AND SIX-	brings disadvantages	MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES
FIGURE GRID REFERENCES, SYMBOLS AND KEY (INCLUDING	PHYSICAL GEOGRAPHY	<u>STUDIED</u>
THE USE OF OS MAPS) TO BUILD THEIR KNOWLEDGE OF THE	DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL	-Locate the Amazon region on a map of the world
UNITED KINGDOM; USE MAPS, ATLASES, GLOBES AND	GEOGRAPHY, INCLUDING MOUNTAINS	-Locate the Amazon basin and Amazon River on a map of South
DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND	-Extend their knowledge and understanding beyond the local	America.
DESCRIBE FEATURES STUDIED	area to include Europe. This will include the location and	- Know and name the eight countries that the Amazon region
LOCAL AREA STUDY - Use fieldwork to observe, measure,	characteristics of a range of the world's most significant	spans.
record and present the human and physical features in the	physical features.	<u>Strands:</u>
local area using a range of methods, including sketch maps,	-To understand how glaciers and avalanches have influenced	Place and Space
plans and graphs, and digital technologies.	the Alpine landscape	Scale
The children will take part in a fieldwork study in their local	-To understand how fold mountain ranges are formed, and	Physical and Human Processes
area, investigating the question: Is our local area changing?	that mountains form over millions of years because the Earth	Environmental Impact
<u>Strands:</u>	is continually changing	People, Culture and Trade
Place and Space	SKILLS + FIELDWORK	Developing Geography Skills
Physical and Human processes	N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER	Use maps, atlases, globes and digital mapping; map reading; use
Scale	MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES	4 -figure grid-references
People, Culture and Trade	STUDIED	Make comparisons; use and understand the 8 points of a
Developing Geography Skills	-Be taught to understand some of the physical and human	compass; record and present information.
Use maps (including Ordnance Survey), atlases, globes and	processes that shape a region	Ask and answer questions.
digital mapping; map reading; use 4 -figure grid-references	-Use maps to focus on countries, cities and regions in Europe	Make predictions
field sketching; take and use photographs; observe, record	-To be able to use physical and political maps to identify a	
and present information.	region in Europe	
Use the 8 points of a compass	<u>Strands:</u>	
Ask and answer questions.	Physical and Human Processes	
Make Predictions	Place and Space	
	Environmental Impact	
	People, Culture and Trade	
	Scale	
	People, Culture and Trade	

Developing Geography Skills





HUMAN GEOGRAPHY N.C. DESCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETTLEMENT AND LAND USE, CONOMIC ACTIVITY INCLUDING TRADE LINKS, AND THE DISTINUTION OF NATURAL RESOURCES INCLUDING TRADE LINKS, AND UNDERSTAND HOW SOME OF THESE ASPECTS HAVE CHANGED OVER TIME TO understand that the threats are and question if they can be used sustainably. -To understand the threat starts are and question if they can be used sustainably. -To understand the threat starts are and question if they can be used sustainably. -To understand the timportance of protecting the oceans - To understand the importance of protecting the oceans - To understand the importance of protecting the oceans - To deale to explain how a particular environmental issue nase encaused and suggest some possible solutions SILLS + FIELDWORK - Understand that what people bu user explain the geospectives of a range of people on a geographical issue, and to understand that what people bu uffects the lives of others - Explain the journey of a product to their home SILLS + FIELDWORK - Understand that what people bu user explain the journey of a pr				
VEAN 0 GLOBALTRADE LINKS Where des all our stuff come from? Use Schnike AND UNDERSTAND KEY ASPECTS OF HUMAN Schnike AND UNDERSTAND KEY ASPECTS OF HUMAN Statistic from down destand that unkings, AND The Douderstand that each type of fruit grows in particular classion. -Understand that cohtes can be produced fairly and sustainably, and to understand that unavieted dothing may trainer also and all particular season, and that fram where exclude and processed -understand the unavieted dothing may trainer also are and glassion and the indovantages and glassion how a particular event on the stand the unavieted dothing may trainer also are and glassion fairs. -Understand the perspectives of a range of people on a geographical isseu, and to understand the unavieted dotherinome StuLis + FILDWORK				
VEXR 0 GLOBAL TRADE LINKS Where does all our stuff come from? HUMAN GEOGRAPHY LOCAL AREA STUDY No. DSCRIBE AND UNDERSTAND KEY ASPECTS OF HUMAN GEOGRAPHY, INCLUDING TYPES OF SETLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING STREAMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING STREAMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TREADE LINKS, AND THE HUMAN SECORAPHY LOCAL AREA STUDY HUMAN SECORAPHY HUMAN SECORAPHY HUMAN SECORAPHY HUMAN SECORAPHY INCLUDING TYPES OF SETLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TREADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING STREADE LINKS, AND THE HUMAN ACTIONAL INFORMATION CONTRESS OF SETLEMENT AND LAND USE, ECONOMIC ACTIVITY INCLUDING TREADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING STREADE LINKS, AND THE DISTRIBUTION OF NATURAL RESOURCES INCLUDING STREADE FOOD, MIRERALS AND WATER -Understand that our food and table scar come from all over the world -Understand that our food and table scar come from all over the world -Understand that used to the ach type of fuil grows in particular climative to travel long distances to reach our fruit bowl -Understand that used to acan on and that fuit may bar recycled and processed -10 understand that unvanted dothing may bar recycled and processed -10 understand the limportance of proceture to the sustainably, and to understand that what people bur affects the lives of others - Subles doublics on a page opeople of user and to investigate locally imported products available in our area, and to investigate locally imported products available in our area - Understand that unvanted dothing may bar recycled and processed - Understand the understand the what people bur affects the lives of others - Subles AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTIRES AND DESCRIBE FEATURES SUDED No. USE MAPS, SLIDSES, SLIDSES, SLIDSES, AND DIGITAL/COMPUTER MAPPING				
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-Investigate locally made and grown products available in our area, and to investigate locally imported products available in our area. has been caused and suggest some possible solutions amenities and public services -Understand the perspectives of a range of people on a geographical issue, and to understand that what people buy affects the lives of others N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER AMPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES SKILLS + FIELDWORK SKILLS + FIELDWORK -Use maps, atlases and globes to locate countries and describe features studied -Use maps, atlases, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES SKILLS + FIELDWORK -Use maps, atlases, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES Studied SKILLS + FIELDWORK -Use the eight points of a compass, symbols and keys to build Hisr knowledge of the United Kingdom and the wider world Strands: STUDIED -Use an atlas to locate countries. Physical and Human Processes -Plan and carry out fieldwork to answer a given enquiry question - Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and agraphs, and digital technologies. -Use maps and symbols to build their knowledge of the local area		recycled and processed	-To be able to explain how a particular environmental issue	- Understand that communities need a range of accessible
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FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA) Scale -Use maps and symbols to build their knowledge of the local area		N.C. LOCATE THE WORLD'S COUNTRIES, USING MAPS TO		
		FOCUS ON EUROPE (INCLUDING THE LOCATION OF RUSSIA)	Scale	-Use maps and symbols to build their knowledge of the local area
		AND NORTH AND SOUTH AMERICA, CONCENTRATING ON	Developing Geography Skills	





THEIR ENVIRONMENTAL REGIONS, KEY PHYSICAL AND	Use maps, atlases, globes and digital mapping.	Strands:
HUMAN CHARACTERISTICS, COUNTRIES, AND MAJOR CITIES	record and present information.	Physical and Human Processes
- Name and locate several countries where my clothes and	make comparisons; use and understand the 8 points of a	Place and Space
food originate.	compass;	Environmental Impact
Strands:	record and present information.	People, Culture and Trade
Place and Space	Ask and answer questions.	Scale
Physical and Human processes	Make predictions	Developing Geography Skills
People, Culture and Trade		Use maps, atlases, globes and digital mapping; map reading; use
Environmental Impact		4 and 6-figure grid-references
Scale		Make comparisons; use and understand the 8 points of a
Developing Geography Skills		compass; record and present information.
Use maps, atlases, globes and digital mapping; map reading;		Ask and answer questions.
field sketching; take and use photographs; observe, record		Make predictions
and present information.		
Ask and answer questions.		
Make predictions		
Investigate		
Make Comparisons		