

Geography Scheme of Work

Geography: Year 1

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>UK jigsaw. Assemble pieces together, create a map. Use maps and globes of the world. Use UK maps. Use a range of secondary sources (internet, pictures, photographs, information texts, videos, Google Earth) to identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
<p>Place knowledge</p> <ul style="list-style-type: none"> To study the human and physical geography of a small area of the United Kingdom. 	<p>Place knowledge</p> <p>To look at our school/Local area.</p> <p>To study the human and physical geography (our local area of the school/Heaton Village). Ask geographical questions ('What is it like to live in Heaton?') Describe what this place is like (in terms of landscape, jobs, weather) Identify and describe where this place is (position school on a map, whether they are near a river). Make observations about where things are located (a pedestrian crossing near the school gate). Express their own views about people, places and environments in this locality. Recognise changes in the environment (traffic pollution in a street). Understand and recognise their own impact on the local</p>	<p>The LCP Geography Resource File KS1</p> <p>Study school grounds, layout, school address, who works there, my journey to school. Local area. What is it like to live in Heaton village? Describe what it is like in terms of landscape, jobs and weather. Use maps of the local area to identify key features. Fieldwork skills at local level. Visit Heaton village on foot. Where are things located? Express their views about the local area, in terms of people, places and environment (such as, seasonal changes in weather, quality of the area, are the streets well kept)? Think about how they and other people affect the local environment and what they might do to improve it.</p>

	environment. Consider what they might do to improve it.	
Human and Physical Geography <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. 	Human and Physical Geography Weather Identify seasonal/ daily weather patterns in the United Kingdom (including where we live) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Use maps of the UK and world maps to locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Consider how polar bears, penguins and people live in such cold places. Consider deserts and what survives in the desert. Study the UK weather in terms of seasonal changes and in terms of daily patterns in the UK (focusing on different types of weather in the children's immediate environment). Completing a daily weather chart using weather symbols. Making a weather wheel. Different clothing to suit different weather. Rhymes/poems for different types of rain.
Geographical skills and Fieldwork <ul style="list-style-type: none"> Begins to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas. Begins to 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 	Geographical skills and Fieldwork Maps, atlases and globes to identify and recognise the UK and its countries and the seas that surround it. Simple compass directions (N, S, E & W). Use locational and directional language (near, far, left & right) Devise a simple map of the school and its grounds Use secondary sources Communicate in different ways-pictures, speech and writing.	Use maps, atlases and globes Secondary sources - pictures, photos, information texts, videos and artefacts. Use simple fieldwork and observational skills to look at the geography of their school and its grounds.

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.

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Geography: Year 2

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> 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. 	<p>Locational knowledge</p> <p>Revise: recap naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Use maps and globes of the world.</p> <p>Use secondary sources (for example, internet, pictures, photographs, information texts, videos, Google Earth) to identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use own resources.</p>
<p>Place knowledge</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 small area in a contrasting non-European country. 	<p>Place knowledge</p> <p>A small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Understand geographical similarities and differences through studying eg our local area with a small area in a contrasting non-European country.</p> <p>Geographical questions-what is it like to live in this place.</p> <p>Identify/describe what places are like- in terms of landscape, jobs and weather.</p> <p>Identify/describe-where places are...position on a map, are they on a river?</p> <p>Observations-where things are located eg pedestrian crossing near a school gate (St.Bede's school in Heaton)</p> <p>Comparison-how places compare with other places.</p> <p>Express own views about people, places and environments.</p>	<p>The LCP Geography Resource File KS1</p> <p>Consolidate learning from Year 1-our school and Heaton village.</p> <p>Contrasting non-European country, eg St Lucia in the Caribbean, Tocuaro in Mexico or own choice.</p> <p>What is it like to live in this place?</p> <p>Study the human and physical geography of this place- landscape, jobs and weather.</p> <p>Maps-identify key features. Investigate the place through secondary sources. Express own views about the place, such as weather, daily activities of people, changing landscapes.</p> <p>Similarities and differences-in terms of human and physical of the two places.</p> <p>Impact on the environment- caused by people, eg pollution, littering, etc...how would you improve it?</p>

	<p>Understand how humans impact the environment. How could you improve it? Maybe restrict the number of cars.</p>	<p>Traffic survey of our local area. Suggestions for improvement.</p>
<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify daily weather patterns in the United Kingdom. <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 	<p>Human and Physical Geography</p> <p>Key human and physical features of the Isle of (Mull/Coll or own choice) comparing and contrasting it to the human and physical features of our own locality.</p> <p>Identify daily weather patterns in the United Kingdom (Isle of Mull and our locality).</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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. 	<p>Study the Isle of Mull and Katie Morag from a different angle, using secondary sources-internet, pictures, photos, stories, information texts, videos and island maps.</p> <p>Use maps of the UK/atlases to locate where we live and the Isle of Mull.</p> <p>Key human and physical features of the isle of Mull.</p> <p>Geographical vocabulary-use to refer to the human and physical features of the Isle and to compare and contrast it to the human/physical features of our own locality.</p> <p>Identify weather patterns in the Isle of Mull and our own locality-use Met Office website.</p> <p>Literacy-links with Katie Morag stories.</p>
<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> 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 compass directions (North, South, East and West) and locational and directional language [for example, near and 	<p>Geographical skills and Fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple compass directions (N, S, E & W).</p> <p>Locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Links can be made to topic areas:</p> <p>Use of maps atlases and globes ongoing throughout the key stage.</p> <p>Compass directions can be used on the maps for isle of Mull</p>

<p>far; left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Use secondary sources-internet, pictures, photos, stories, information texts, videos, artefacts, Google Earth.</p> <p>Communicate in different ways-pictures, speech and writing.</p>	<p>The LCP Geography Resource File KS1</p> <p>secondary sources (for example, aerial photographs of the local area, internet, pictures, photographs, information texts, videos, artefacts, Google Earth).</p> <p>Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment, Heaton or another local area (for example, observe and record information on a sketch map).</p>
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Geography: Year 3

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate cities of the United Kingdom, 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 the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle. 	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe-including location of Russia and North and South America.</p> <p>Name and locate cities of the UK. Locate Bradford/Leeds on a UK map, then identify human and physical characteristics, key topographical features-hills, fields, canals and rivers, land-use patterns in Leeds or Bradford. Understand how some of these aspects have changed over time.</p> <p>Identify position and significance of the Equator, the Tropics of cancer and Capricorn, the Arctic and the Antarctic Circle.</p>	<p>Use globes of the world. Use UK maps. Use keys and symbols to identify major roads and rail networks. Use local maps of Bradford or Leeds. Visit the local area. Use a variety of secondary sources-(internet, pictures, photos, information texts, videos, Google Earth), to identify human and physical characteristics, key topographical features and land-use patterns in local surrounding areas eg Bradford or Leeds.</p>
<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. 	<p>Place knowledge</p> <p>Compare two regions of the UK.</p> <p>Look at and understand geographical similarities/differences through studying the human and physical geography of the regions of the UK (local region and a contrasting region).</p> <p>Ask geographical questions-what is the landscape like? What do I think about it?</p> <p>Identify and describe what places are like-in terms of weather and jobs.</p> <p>Identify and locate the places/environments you study.</p>	<p>UK- compare two regions, one can be local, other can be Weymouth/Llandindrod Wells/Elgin/Scarborough or own choice. Visit-can plan a visit. Use maps and Google Earth Use keys and symbols Geographical similarities/differences Learning Targets Book</p>

	<p>Describe where places are-in which region/country? Are they near rivers/hills, what the nearest towns and cities are?</p> <p>Different views-identify and explain your and other people's views on geographical issues like-building more hotels in a locality.</p> <p>Explain-why places are the way they are, in terms of weather conditions, local resources or historical development.</p> <p>Changes-how/why places change, can be through building of new houses, parks or schools. How they may change in the future-through increased traffic or growth in tourism.</p> <p>Impact-own impact on local environment contrast with other people's impact on their environment...impact of tourism.</p>	
<p>Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, rivers, and the water cycle Human geography, including: types of settlement and land use and economic activity. 	<p>Human and Physical Geography Water cycle/rivers/coasts Describe/understand physical geography: of the water cycle Use appropriate geographical vocabulary (for example, to describe the physical elements of a river, coast or water cycle). Human geography: types of settlements & land use and economic activity.</p>	<p>Study the water cycle and processes that give rise to change... eg erosion of a coastline (Weymouth or Scarborough) Settlement -study types of settlement and land use in our local area and in a different UK locality- Llandindrod Wells or Elgin Physical and human features-made in the environment...distribution of hotels along the seafront (Weymouth or Scarborough), consider how and why places become tourist spots.</p>
<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world. 	<p>Geographical skills and Fieldwork Use maps, atlases, globes and computer to locate countries and describe features studied. Use the eight points of a compass, symbols and key to build their knowledge of the local area and another region in the United Kingdom.</p>	<p>Use maps, atlases, globes, Google Earth. Use of aerial photographs and secondary sources for local area and a different region of the United Kingdom. Can link work on compass points and direction to work in PE and orienteering.</p>

<ul style="list-style-type: none">• 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 and plans.	<p>Fieldwork- observe, measure and record, using sketch maps and plans.</p> <p>Letter writing- write to a newspaper about a local issue.</p> <p>Exchange information with another school through emails, about your locality.</p> <p>Use secondary sources- aerial photos, information texts, internet, satellite images, photographs, videos, Google Earth.</p>	<p>Collect and record evidence- by carrying out a traffic survey and showing results on a graph.</p>
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Geography: Year 4

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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. 	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate the <i>county of Yorkshire</i> and its cities, geographical regions and its 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.</p> <p>Consolidate learning of the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Introduce the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere.</p>	<p>Use globes of the world</p> <p>Use UK and world/European maps- at a range of scales</p> <p>Use keys/symbols to identify major roads and rail networks.</p> <p>Trips- visit local area or a region of Yorkshire.</p> <p>Secondary sources- use internet, pictures/posters, photographs, information texts, videos and Google Earth, to identify human and physical characteristics, key topographical features and land-use patterns of the county of Yorkshire and regions in Europe.</p> <p>Learning Targets Book</p>
<p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p>Place knowledge</p> <p>A region in a European country.</p> <p>Study the human and physical geography of a region in a European country- understand the geographical similarities/differences.</p>	<p>Choose and study a region in a European country- eg Italy.</p> <p>Use maps and Google Earth to locate the region.</p> <p>Secondary sources- to study human and physical geography, to understand the geographical</p>

	<p>Ask geographical questions-what is the landscape like? What do I think about it? Identify and describe places, in terms of weather/jobs. Identify the location of places/environments you study. Describe where places are- in which region/country, are they near rivers or hills? How settlements differ and change- size and character. Changes in land use, building of more houses. Human impact- on an environment. Impact of tourism on a place, or increased population or traffic congestion or deforestation.</p>	<p>similarities/differences with other places in the same country and elsewhere in the world. Consider how humans can impact upon an environment. Can make links to work done on climate zones, mountains (Elgin) and volcanoes.</p>
<p>Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, mountains and volcanoes. Human geography, including: types of settlement and land use, economic activity including trade links. 	<p>Human and Physical Geography- Climate zones, mountains and volcanoes</p> <p>Key aspects of: physical geography, including climate zones, mountains and volcanoes. Human geography, including, types of settlement and land use, economic activity eg trade links. Describe the physical elements of a volcano or earthquake.</p>	<p>Can study climate zones, mountains and volcanoes, (can tie this in with a region in Europe) Types of settlements- land use and economic activity in a European region, including trade links.</p>
<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-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. 	<p>Geographical skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-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 and record the human/physical features in the local area, by using</p>	<p>Use maps, atlases, globes, Google Earth. Use of aerial photographs and secondary sources for local area, the county of Yorkshire or a region within a European country. Link work on compass points and direction to work in PE and orienteering.</p>

<ul style="list-style-type: none">• 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.	<p>different methods, eg sketch maps and plans, use instruments such as rain gauge and camera.</p> <p>Communication-write a letter to a newspaper about a local issue, use email to exchange information about the locality with another school.</p> <p>Use secondary sources- eg aerial photos, information texts, internet, satellite images, videos, Google Earth.</p>	
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Geography: Year 5

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on 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. 	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their key countries, and major cities.</p> <p>Name and locate counties and cities of <i>England</i> and their identifying human/physical characteristics, topographical features (including hills, mountains, coasts and rivers) and major roads and rail networks and land use patterns.</p> <p>Revise learning of the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, latitude, longitude, Northern Hemisphere, Southern Hemisphere.</p>	<p>Using globes of the world. UK and world maps at different scales Use keys and symbols to find major roads and rail networks. Trips- visit local area or region of Yorkshire or another county. Secondary sources- internet, pictures, photos, information texts, videos, Google Earth etc. to find human/physical characteristics, main topographical features and land- use patterns of the counties/cities of England and countries/main cities of North and South America. The LCP Resource File</p>
<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. 	<p>Place knowledge</p> <p>Study a region within North or South America.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p>Ask geographical questions (for example, 'What is this landscape like?', 'What do I think about it?')</p>	<p>Can look at the following within North or South America: regions in Brazil or Arizona, California or the Rocky Mountains. Locate regions by using maps/ Google Earth. Use secondary sources to study human and physical geography, to understand similarities/differences. Human impact upon an environment.</p>

	<p>Identify and describe what places are like [for example, in terms of weather, jobs]</p> <p>Identify the location of places and areas studied.</p> <p>Describe where places are [in which region/country the places are, whether they are near rivers or hills, where the nearest towns and cities are.</p> <p>Investigate an environmental issue- traffic congestion, drought or deforestation.</p> <p>Recognise human impact on an environment- tourism, traffic congestion.</p> <p>Human impact on an environment eg pollution, tourism or traffic congestion.</p> <p>How can people improve the environment or damage it? By reclaiming derelict land or polluting a river.</p> <p>Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world (for example, comparing a village with a part of a city in the same country).</p>	<p>Can link work to Rainforests in Brazil, Deserts in Arizona, Mountains (peaks, valleys), Forests and earthquakes.</p> <p>The LCP Resource File</p>
<p>Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, and earthquakes. Human geography, including: types of settlement and land use, and economic activity including trade links. 	<p>Human and Physical Geography Climate zones, earthquakes, biomes and vegetation belts</p> <p>Describe and understand key aspects of: -Physical geography, including: earthquakes, climate zones, biomes and vegetation belts.</p> <p>Human geography- types of settlements, land use and economic activity.</p> <p>Use appropriate geographical vocabulary (for example, to describe in detail the physical</p>	<p>To study- earthquakes, climate zones, biomes and vegetation belts.</p> <p>Earthquakes- can link to study of North America, earthquakes on west coast.</p> <p>South America- Tropical Evergreen Rainforest</p> <p>Study economic activity- trade links from North/South America to rest of the world. Produce from the Rainforest.</p>

	elements of an earthquake).	
<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • 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. 	<p>Geographical skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Fieldwork in the local area, using a range of methods eg sketch maps, plans and graphs. Use instruments eg cameras, rain gauge.</p> <p>Surveys- of shops</p> <p>Population comparisons</p>	<p>Use maps, atlases, globes, Google Earth.</p> <p>Use of aerial photographs and secondary sources for local area, counties and cities of England or regions with North / South America.</p> <p>Link work on compass points and direction to work in PE and orienteering.</p> <p>Collect and record evidence.</p> <p>The LCP Resource File</p>

Geography: Year 6

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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) 	<p>Locational knowledge</p> <p>Consolidate prior learning on locating the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on key physical and human characteristics, countries and major cities.</p> <p>Introduce locating the other countries of the world, using maps to focus on continents of Africa, Asia, Australia and Antarctica. Concentrating on their environmental regions, main physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of <i>the United Kingdom</i>, identify human/physical characteristics, topographical feature (hills, mountains coasts and rivers) and land use patterns.</p> <p>Consolidate learning of the position and significance of the Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, latitude, longitude, Northern Hemisphere, Southern Hemisphere.</p> <p>Introduce the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Use globes of the world.</p> <p>Use UK and world maps at a range of scales.</p> <p>Use keys and symbols to identify major roads and rail networks.</p> <p>Trips-local area or region of Yorkshire</p> <p>Use secondary sources for counties and cities of the UK, to identify human/physical characteristics, main topographical features and land use patterns.</p> <p>The LCP Resource File</p>

<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Place knowledge Choose a region within a continent of Africa, Asia, Australia OR Antarctica. Understand the human/physical geography, by looking at geographical similarities/differences of the region, within the continents mentioned above. Ask geographical questions- What is this landscape like? What do I think about it? Identify and describe what places are like [in terms of weather, jobs] Identify the location of places/environments. Describe where places are- in which region/country the places are, are they near rivers or hills, what is the nearest town/city? Look at an environmental issue- eg traffic congestion, drought or deforestation. Human impact on an environment- impact of tourism on a place, increased pollution, traffic congestion. People can improve or damage an environment- reclaiming derelict land or polluting a river.</p>	<p>A study of a region within a continent of Africa, Asia, Australia OR Antarctica (for example, the deserts/rainforests/ great barrier reefs or Australia, a village within a country of Africa). Use maps and Google Earth to locate the region. Use a wide range of secondary sources of information to study its human and physical geography to understand the geographical similarities and differences with other places in the world. Consider how people can impact upon an environment. Links can be made to work on Biomes, Vegetation Belts and Climate Zones. The LCP Resource File</p>
<p>Human and Physical Geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts. 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. 	<p>Human and Physical Geography Climate zones, biomes and vegetation belts Describe and understand key aspects of: -Physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources, such as energy, food, minerals and water. Use geographical vocabulary (to describe the physical elements of biomes and vegetation belts). Recognise some physical and human processes [erosion,</p>	<p>Look at climate zones, biomes and vegetation belts of a region within a continent of Africa, Asia, Australia OR Antarctica. Human- look at types of settlement and land use, economic activity including trade links and the distribution of natural resources, such as energy, food, minerals and water, in one of these regions. Study processes- both physical and human, in these places and environments (for example, deforestation of a Rainforest in Australia).</p>

	<p>deforestation] and how these can cause changes in places/environments.</p>	
<p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, 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. 	<p>Geographical skills and Fieldwork</p> <p>Use maps, atlases, globes or digital/computer mapping to locate countries.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (Ordnance Survey maps)</p> <p>Fieldwork- to observe, measure, record human/physical features in the local area, using sketch maps, plans and graphs. Use instruments eg camera, rain gauge.</p> <p>Collect and record evidence- survey of shops.</p> <p>Analyse evidence and draw conclusions (for example, by comparing population data for two localities)</p> <p>Use secondary sources of information, including aerial photographs (for example, information texts, the internet, satellite images, photographs, videos, Google Earth).</p> <p>Communication- writing to a newspaper about a local issue. Use email to exchange information about the locality with another school.</p>	<p>Use maps, atlases, globes, Google Earth.</p> <p>Use of aerial photographs and secondary sources for local area, counties and cities of the UK or regions within a continent of Africa, Asia, Australia or Antarctica.</p> <p>Link work on compass points and direction to work in PE and orienteering.</p> <p>Collect and record evidence, analyse evidence and draw conclusions.</p>

