



Geography at Our Lady and Saint Edward's Catholic Primary School

EYFS

Geographical learning in the Foundation stage will and should look very different from the National Curriculum. We have identified areas of learning in the EYFS that lend themselves to young children learning about and making sense of the world they live in. We have also identified key questions and vocabulary that will support geographical learning in the early years.

Classroom tour and School Tour

Classroom Tour: On the first day and for the first few weeks to continually go around the classroom locating areas such as their peg, tray, toilets etc.. In the first week, we go around school to explore the layout and familiarise with the setting. We visit classrooms, offices, the playground and dining hall.

Foundation 1 - 2 Year Olds	Foundation 1 - Pre School	Foundation 2 - Reception
<p><i>Use of language from adults within the setting - all through play.</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> Animals-- Introducing the language of the animals, their young, where they live, what they eat. <p>Autumn 2</p> <ul style="list-style-type: none"> My family and homes- Introducing the language of houses, who they live with and their family. <p>Spring 1</p> <ul style="list-style-type: none"> Weather- Language of different weathers, observations of weather, chances to experiment with different weathers. <p>Summer 1</p> <ul style="list-style-type: none"> Our world/gardening- Language of insects, plants and flowers. <p>Summer 2</p>	<p><i>Use of language from adults within the setting - all through play.</i></p> <p>Autumn 1</p> <ul style="list-style-type: none"> My family and Home: Where do you live? Where is it near? What is your house near? How do you get to school? Is everyone's house the same? i.e. flats, bungalows, detached... Building their house out of junk box modelling, painting, construction area. Who lives in their house do Grandparents live with them or nearby? How near does everybody live to school? <p>Autumn 2</p> <ul style="list-style-type: none"> Space: What planet do we live on? Where do we get our light from? How do we travel into space? Weather: What types of weather do we have? Where does rain come from? Why is rain important? <p>Spring 1</p> <ul style="list-style-type: none"> Senses: Investigating the world around them, thinking about what they see, hear, feel and smell. 	<p>Autumn 1</p> <ul style="list-style-type: none"> Seasons: Exploring our local area, what changes can we see around us in the different seasons? What does it feel like? What can we hear and see? <p>Autumn 2</p> <ul style="list-style-type: none"> Journeys: Looking on a map of our local area and where school is located. Use google maps to locate our school and follow a journey. <p>Visiting the Park: Walking safety down the local streets looking for safe places to cross the road. What local shops can they spot such the Post Office, bakery, hairdressers. What is in the local park? Draw a map when we get back to school to make it into zones i.e. play area, picnic,trees. Talk about the rules need near water and safety. What wildlife can they see in the park?</p> <p>Spring 1:</p> <ul style="list-style-type: none"> Habitats: where are different animals from? What types of habitat do they need to survive? How do they adapt to their environment?



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<ul style="list-style-type: none"> ● Travelling- language of where we live, how we travel, the transport we use. 	<ul style="list-style-type: none"> ● Minibeast hunt: Where is the best place to find minibeasts? In dry, damp, light, dark, hot, cold places. We go on a worm hunt and make wormeries, which requires us to use different materials such as small peddles, sand, dry leave, grass. Record what and how many different minibeasts they see on different days, does the weather make a difference? <p>Summer 1</p> <ul style="list-style-type: none"> ● Transport: How do we cross the road safety? What can we use? i.e. zebra crossing, pelican crossings, looking & listening. How many kinds of transport can they think of? Grouping vehicles. <p>Summer 2</p> <ul style="list-style-type: none"> ● Fairytales and Pirates: Focus on maps and creating journey sticks and maps. Which way are we facing North, South, East and West. ● Use of compasses, maps etc. to begin to start to recognise different apparatus. 	<p>Spring 2:</p> <ul style="list-style-type: none"> ● Farm: Looking at where animals live. How do they live? What do they need to survive? ● Growing: what does a plant need to grow? lant sunflower seeds, beans, strawberries, how often do we need to water them. Shade and light which is warmer and better conditions for plants to grow in? <p>Summer 1:</p> <ul style="list-style-type: none"> ● Castles: How are castles different to our homes? Who might live in a castle? What is the purpose of a castle? Why are most castles built on a hill? What is a hill? <p>Summer 2:</p> <ul style="list-style-type: none"> ● Visit to the seaside. What do they see, hear, smell, what can they do at the seaside? What animals could live there? what plants might you find?
<p style="text-align: center;"><u>Investigative Language</u></p> <p>Space - Where am i? How did i get there? Is it near or far?</p> <p>Environment - What other animals and plants live here?</p> <p>Place - What is it like here? What can i do here? How do i feel about it? What is special about it?</p> <p>Change - How is it similar and different from other places? How and why does it change over time?</p> <p>Making Connections - Where does my lunch come from?</p> <p>Scale - How big is an ants home?</p>		<p><u>Diversity and Community Links</u></p> <ul style="list-style-type: none"> ● Learning about Chinese New Year traditions ● Rural life- Working on a farm ● Black History Month ● Road Safety Week



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Year 1 Autumn What is Birkenhead Like?	Year 1 Spring What is our Weather Like?	Year 1 Summer Farming and Food
<p>Local Links Fieldwork – walk and observe the local area Trip to Birkenhead Park</p>	<p>Local Links Birkenhead Park Fieldwork - gather daily weather patterns</p>	<p>Local Links Digimaps for location work Visit to local farm – Tam O’shanter Farm</p>
<p>Enquiry Question: Where Do We Live? What are the features of our local area?</p>	<p>Enquiry Question: What is the weather like in Birkenhead?</p>	<p>Enquiry Question: What is the purpose of a farm and why are they important?</p>
<p>Locational Knowledge Name and locate the four countries and capital cities of the UK.</p> <p>Place Knowledge Study the human and physical geography of a small area of the UK- Birkenhead Locate Wirral and the town of Birkenhead</p> <p>Human and Physical Geography Identify daily weather patterns in the UK</p> <p>Geographical fieldwork and skills Use maps, atlases and globes to identify the UK and its countries. Name the four countries in the UK and locate them on a map. Use aerial photos to recognise landmarks and basic human and physical features. Locate my school on an aerial photograph Use Fieldwork and observational skills to study the geography of their school and the local park. Use left, right, near and far to describe routes on a map. Use simple compass directions</p>	<p>Locational Knowledge I can name and locate the four countries and capital cities of the UK. I can name the four countries in the UK and locate them on a map.</p> <p>Human and Physical Geography I can identify seasonal and daily weather patterns in the UK I can name the four seasons I can identify which months belong to which season I can talk about similarities and differences between the months I can identify different types of weather in the UK</p> <p>Geographical fieldwork and skills I can observe the weather in my local area over a week. I can measure rainfall and temperature over a week using a thermometer and rain gauge. I can keep a weather chart and answer questions about the weather. I can explain how the weather changes throughout the year and name the seasons.</p>	<p>Locational Knowledge I can identify characteristics of the local area and wider country</p> <p>Place Knowledge I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (farm)</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the impact this has on food and crops. Use basic geographical vocabulary to refer to key physical features</p> <p>Geographical Fieldwork I can use a map and compass to navigate a farm I can use Aerial photographs to locate human features I can use fieldwork to observe a local farm</p>



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Draw a simple map using basic symbols in a key I can explain where I live and tell someone my address		
Geographical Vocabulary: Town, city, house, flat, detached, semi detached, village, shop, office, school, fieldwork, route, map, local area, address, observe, distance	Geographical Vocabulary Season, Weather, Spring , Summer, Autumn, Winter, rainfall, temperature, wind, sun, cloud, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane	Geographical Vocabulary Urban, rural, farm, countryside, hills, grass, field, barn, crops, produce, compass, map, Pastoral farming, Mixed farming, Agriculture, Fertiliser, Intensive farming, Livestock, Pesticides, Urban farming, Rural farming, Topography, Countryside,



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<p><u>Year 2 Autumn</u> Seaside Study – New Brighton and Weymouth</p>	<p><u>Year 2 Spring</u> Hot and Cold Places</p>	<p><u>Year 2 Summer</u> Hong Kong – A Contrasting Locality</p>
<p>Local Links Fieldwork – Visit New Brighton google maps - street view comparison</p>	<p>Local Links Comparisons with our local area- Weather patterns How cold is it in Birkenhead in winter? fieldwork - https://www.liverpoolmuseums.org.uk/whatson/world-museum/event/close-nature-snow</p>	<p>Local Links Fieldwork – explore photographs of local families and compare to families in Hong Kong https://www.gapminder.org/dollar-street</p>
<p>Enquiry Question: How is New Brighton similar/different to Weymouth?</p>	<p>Enquiry Question Where are the hot and cold places of the earth?</p>	<p>Enquiry Question How is Hong Kong different to Birkenhead?</p>
<p>Locational Knowledge: Name and locate the four countries and capital cities of the UK. I can name the capital cities of England, Wales, Scotland and Ireland. I can name and locate Wirral and New Brighton.</p> <p>Place Knowledge I can study the human and physical geography of a small area of the UK- New Brighton. I can say what I like and do not like about a different place. I can explain the facilities that a village, town and city may need and give reasons.</p> <p>Human and Physical Geography I can use basic geographical vocabulary to refer to key physical and human features: I can describe the key features of a place from a picture using geographical words.</p> <p>Geographical fieldwork and skills I can use maps, globes and atlases to identify countries</p>	<p>Locational Knowledge I can name and locate the world's seven continents</p> <p>Human and Physical Geography I can identify the hot and cold areas of the world in relation to the equator and North and South Poles I can locate hot and cold places of the world. I know what the equator is. I can locate the North and South Pole. I can explain some of the main things that are in hot and cold places. I can explain the clothes that I would wear in hot and cold places. I can say what is the same and what is different about the two places.</p> <p>Geographical skills and Fieldwork I can use world maps, atlases and globes to identify 7 continents and 5 oceans I can name some of the continents of the world and locate them on a map I can name some of the world oceans and locate them on a map. I can measure the temperature in my local area.</p>	<p>Place Knowledge Consider what Hong Kong is like as a place to live, including the human and physical environment. Develop geographical vocabulary to describe photographs of a broad range of landscapes and places in Hong Kong.</p> <p>Human and Physical Geography Discover the human and physical environment of Hong Kong and develop geographical vocabulary to describe photographs of a broad range of landscapes and places in Hong Kong. Learn key geographical vocabulary</p> <p>Geographical Fieldwork Use photographs of Hong Kong to form</p>



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<p>I can use simple compass directions (N,S,E,W) to describe the location of features and routes on a map. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features I can describe the key features of a place from a picture using geographical words. Devise a map, and use and construct basic symbols in a key I can use some basic Ordnance Survey map symbols.</p>		<p>geographical descriptions of place and journeys and plan a suitable route from one part of Hong Kong to another.</p>
<p>Geographical Vocabulary Shore, beach, sea, cliff, coast, harbour, seaside, lighthouse, lifeboat, sand, tide, wave</p>	<p>Geographical Vocabulary Sea, ocean, mountain, season, weather, continent, continent, country, hot, cold, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, rainforest, desert, tropical, climate, desert, rainforest</p>	<p>Geographical Vocabulary weather, hill, coast, sea, harbour, city, town and village, similar, different, culture, comparison, Victoria harbour, South China Sea, China,</p>



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Year 3 Autumn The UK – A Tale of Two Places	Year 3 Spring Weather and Climate - The Sahara Desert	Year 3 Summer Mountains
<p>Local Links Where is Birkenhead located in the UK? Comparisons – Life in Liverpool compared to another UK location - Mold</p>	<p>Local Links Fieldwork – world weather comparisons</p>	<p>Local Links Fieldwork - Locate Mount Everest using google maps. Compare the height of this Mountain to the Highest Peak in the UK – Ben Nevis. Explore pictures of Mount Everest What can you see? What words would you use to describe the landscape? The name Himalaya is an old Sanskrit word meaning 'abode of snow.' Is this a suitable name? Would it be easy or hard to climb? Other than climbing, what is the mountain used for? Is it habitable? Compare to Birkenhead</p>
<p>Enquiry Question What is the United Kingdom? Why do people choose to settle in the United Kingdom?</p>	<p>Enquiry Question How does the climate in The Sahara Desert compare to the Climate in the UK?</p>	<p>Enquiry Question What are the conditions like for somebody climbing a mountain?</p>
<p>Locational Knowledge I can use maps to focus on areas of the UK; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities / geographical regions Human and Physical Geography I can identify human and physical characteristics / key topographical features including hills, mountains, coasts and rivers / land use patterns, and identifying how some of these aspects have changed over time I can describe and understand key aspects of land-use and economic activity and types of settlements Place Knowledge</p>	<p>Locational Knowledge I can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time I can 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 Human and Physical Geography I can describe and understand key aspects of: physical geography, including: climate zones Geographical Fieldwork</p>	<p>Locational Knowledge I can locate a mountain range using maps. I can name and locate some of the world's most famous mountains Place Knowledge I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and Physical Geography I can describe and understand key aspects of Mountains Geographical Fieldwork</p>



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<p>I can understand physical similarities and differences through studies of human and physical knowledge of a region in the UK</p> <p>Geographical Fieldwork</p> <p>I can ask geographical questions, collect and record evidence, develop atlas and map skills, use a range of resources including atlases, books and websites to find information, analyse evidence and make conclusions / use atlases, globes, digital mapping to develop field work skills.</p>	<p>I can 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>	<p>I can locate some of the world's most famous mountains on a map.</p> <p>I can use fieldwork to describe features of a mountains</p>
<p>Geographical Vocabulary</p> <p>Countries, city, capital, British Isles, land, water, shelter, river, soil, flag, physical and human characteristics, geographical regions, settlements, conclusion, economic activity, land use patterns</p>	<p>Geographical Vocabulary</p> <p>Climate change, weather, extreme, temperature, measure, land , equator, longitude, latitude, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic, digital technologies</p>	<p>Geographical Vocabulary</p> <p>Peak, Ridge, Glacier, Moraine, crevasse, hazard, altitude, frostbite, summit, summit, hypothermia, plateau, scale bar, tree line, slope, avalanche</p>



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Year 4 Autumn Volcanoes and Earthquakes	Year 4 Spring Europe – Guadalajara A European Study	Year 4 Summer Rivers
<p>Local Links Escape from Pompei – Culture comparison</p>	<p>Local Links Compare Spanish culture/life styles to that of the local area/UK Do you know any famous people from Spain?</p>	<p>Local Links Field work – River Mersey Visit River and canal trust - https://canalrivertrust.org.uk/explorers/resources</p>
<p>Enquiry Question Why are volcanoes and earthquakes so destructive?</p>	<p>Enquiry Question How does Wirral in the UK compare to Guadalajara in Spain?</p>	<p>Enquiry Question Why are rivers so important?</p>
<p>Locational Knowledge I can investigate earthquakes and volcanoes: What they are, why they happen and how they affect the landscape and human activity I can locate the world's countries using maps to focus on key physical features such as earthquakes and volcanoes. I can locate and name some of the world's most famous volcanoes. I can name a number of countries in the northern hemisphere.</p> <p>Human and Physical Geography I understand that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. I can describe and understand key aspects of: physical geography-volcanoes and earthquakes I can describe how volcanoes are created I can describe how earthquakes are created</p> <p>Geographical skills and Fieldwork I can locate some of the world's most famous volcanoes and regions of earthquakes on a map.</p>	<p>Children will learn about a region in a European Country – Guadalajara. They will identify the country and continent the region is in and will explore similarities and difference between the region being studied and regions of the UK (previously studied in Year 3).</p> <p>Locational geography Locate the world's countries using maps to focus on Europe and identify an environmental region. I can plan a journey to a place in another part of the world taking account of distance and time.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country I know the countries that make up the European Union</p> <p>Human and Physical geography Describe and understand key aspects of physical geography and human geography I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>Children will learn about rivers and the water cycle in the context of a local river study (field work) and key aspects of UK rivers and rivers in the wider world. They will learn about how human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p> <p>Locational geography I can name and locate counties and cities of the UK and key topographical features such as rivers. I can name and locate many of the world's most famous rivers in an atlas I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>Human and Physical Geography I can describe and understand key aspects of physical and human geography: rivers and the water cycle I can explain the course of a river I can explain why many cities are situated on or close to rivers I can explain why people are attracted to live by rivers</p> <p>Geographical skills and Fieldwork</p>



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	<p>I can describe and understand key aspects of land-use and economic activity</p> <p>Geographical skills and Fieldwork</p> <p>I can recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</p>	<p>I can use maps, atlases, globes and digital computer mapping to locate features studied- rivers.</p> <p>I can use fieldwork to observe measure and record physical features in the local area- River Mersey</p>
<p>Geographical Vocabulary</p> <p>Tectonic plates, magma , erupt, inner crust, outer crust, mantle, tsunami, earthquake, volcano, epicentre, plate boundary, Richter scale, aftershock, seismic waves</p>	<p>Geographical Vocabulary</p> <p>Tourism, currency, Europe, European Union, economic, region, Spain</p>	<p>Geographical Vocabulary</p> <p>Reservoir, sea, river, evaporation, condensation, precipitation, water vapour, plumbing, coastal, fluvial, pluvial, dams, flooding, bank, mouth, erosion, current, basin</p>



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Year 5 Autumn The Arctic – Pole to Pole	Year 5 Spring Brazil	Year 5 Summer Global Trade
<p>Local Links Identify similarities and differences between life in Greenland and the UK</p>	<p>Local Links Comparison with local area – life in UK and Brazil Fieldwork – explore photographs of local families and compare to families in Brazil https://www.gapminder.org/dollar-street</p>	<p>Local Links Birkenhead docks – visit (how has trade changed over time?) Fair-trade visit - https://schools.fairtrade.org.uk/take-action/invite-a-visitor-to-speak-about-fairtrade/</p>
<p>Enquiry Question What is Greenland like? What is it like to live there? How does this differ to life in the UK?</p>	<p>Enquiry Question Why is Brazil considered one of the most biodiverse places in the world?</p>	<p>Enquiry Question How and why has trade changed through time to become global?</p>
<p>Locational Knowledge I can 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 I can name and locate geographical regions and their identifying human and physical characteristics. I can 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) Human & Physical Geography I can describe and understand key aspects of physical geography, including: climate zones Geographical skills & fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational Knowledge I can locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can 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) Human and Physical Geography I can describe and understand key aspects of: physical and human geography, including: climate zones, biomes and vegetation belts and rivers, settlements, land use, economic activity including trade links. Place Knowledge I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.</p>	<p>Children learn that food and produce comes from various and diverse places. Children will learn that some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have. Locational Knowledge I can name and locate the world's countries. I can identify lines of latitude, longitude and the equator Place Knowledge I understand geographical similarities and differences through a study of the human and physical differences of different areas.</p>



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	<p>Geographical Fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Human and Physical Geography I can describe key aspects of human geography, including land use, economic activity and the distribution of natural resources, including energy, food, minerals and water.</p> <p>Geographical skills and Fieldwork I can recognise geographical issues affecting people in different places and environments. I can express and explain opinions on geographical and environmental issues.</p>
<p>Geographical Vocabulary Freezing point, Temperature, Thermometer, Equator Glacier, iceberg, Ice shelf, North Pole, Pancake ice, Permanent ice, solitary, tundra, hemisphere, Equator, Arctic Circle, Antarctic Circle, Tropic of Capricorn, tropic of Cancer, Latitude, Longitude, Meridian, Prime meridian, climate, Desert, Polar, temperature, Tropical, time zone</p>	<p>Geographical Vocabulary Biodiverse, economy, Brasilia, timezone, temperature, climate, drainage, river basin, trade, recreation, culture</p>	<p>Geographical Vocabulary trade, vegetation , fair-trade, produce, resources, harvest, transport, consumption, local, economy, supply chain, export, import</p>



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<u>Year 6 Autumn</u> Travel Plan	<u>Year 6 Spring</u> The Amazon	<u>Year 6 Summer</u> Who do you think we are? Understanding our place in the world
<p>Local Links Fieldwork – walk around the local area to identify possible hazards and routes to school.</p>	<p>Local Links Liverpool Museum – Up close with Rainforests – visit Amazon River compared with River Mersey (link to year 4 rivers)</p>	<p>Local Links Fieldwork - Walk around the local area to look for international clues. Take photographs of trees, plants, birds and other examples of local wildlife and research their origins.</p>
<p>Enquiry Question How may travel plans change over the years and what may influence these changes?</p>	<p>Enquiry Question How does Wirral compare to the Amazon?</p>	<p>Enquiry Question How and why are you similar/different to others?</p>
<p>Locational knowledge I can 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</p> <p>Geographical fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom</p> <p>I can use fieldwork to observe, measure record and present the human and physical features in the local</p>	<p>Children study the geography of the Amazon which is the region of South America drained by the Amazon River and its tributaries. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles.</p> <p>Locational Knowledge I can name and locate the Tropics of Cancer and Capricorn. I can name and locate an increasing range of places in the world. I can locate the world's countries including North and South America.</p> <p>Place Knowledge I can name and locate an increasing range of places in the world. I can understand similarities and differences though a study of a region in South America.</p> <p>Human and Physical Geography</p>	<p>During this term, children will be preparing to transition to KS3. This unit brings Geography and citizenship together. It encourages children to consider their identities on a range of scales through questioning, asking questions such as Who am I?, What is Britishness?, What do landscapes mean to me? and Am I a global citizen? It will encourage children to talk about their personal geographies, to critically think about their place in the world and to become excited about the ever increasing diversities of the world around them.</p> <p>Locational Knowledge I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and Physical Geography</p>



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<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies (digimaps)</p>	<p>I can identify and describe aspects of human geography, including climate zones, rivers, vegetation belts. I can explain the course of a river. I can demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Geographical skills and Fieldwork</p> <p>I can use maps, atlases, globes and digital mapping to locate countries and describe features selected. I can use 6 figure grid references to build my knowledge of the United Kingdom.</p>	<p>I can name and describe physical and human geography</p> <p>Geographical Fieldwork</p> <p>I can se 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>
<p>Geographical Vocabulary</p> <p>Hazard, routes, graph, plan, direct, Ordnance survey map, gridlines, 4- digit references, 6- digit references, scale, ratio, safety, hazards, route, miles, kilometres congestion, pollution, radius</p>	<p>Geographical Vocabulary</p> <p>Climate, Country, Landscape, rainforest, Continent, Equator, Tropics, coastal, Favela, Indigenous, Settlement, Weather, Deforestation</p>	<p>Geographical Vocabulary</p> <p>Citizenship, British Isles, European Union, Government, Difference, Diversity, Identity, image, Stereotype, Community, Diversity, Fingerprint, passport, Unique</p>