



Geography Curriculum Overview

Fulwood and Cadley Primary School

The National Curriculum Purpose of Study for Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Geography: School Statement of Intent

At Fulwood and Cadley, we believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. We strive to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Our intention is to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our lessons are designed to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Geography Whole School Curriculum Map

Ongoing for KS1	<p>7 continents, 5 oceans, equator, poles.</p> <p>UK countries and capital cities</p> <p>Seasonal changes and weather</p>		
National Curriculum	<p>Locational Knowledge: Name and locate continents, oceans, countries of UK, capital cities of UK and surrounding seas</p> <p>Place knowledge: Similarities and differences between an area of UK and an area of a non-EU country</p>	<p>Human and physical geography: Weather patterns in UK compared to hot/cold areas of world (linked to equator and poles), basic vocabulary about places e.g. <i>beach, cliff, mountain, town, farm, shop</i>.</p> <p>Geographical skills and fieldwork: Use maps/globes to find UK and some key countries/oceans. Use simple compass and directional language. Use photographs to recognise landmarks. Devise simple maps. Use fieldwork and observation skills around school and grounds.</p>	
Class 1 & 2 EYFS	<p>Understanding the World: People and Communities</p> <p>Understanding the World: The World</p> <p>Focus: Seasons and weather, hot and cold places (North and South poles and equator), 7 continents and 5 oceans, basic mapping</p>		
Class 2 (Year 1)	<p>Topic 1: Beside the Seaside</p>	<p>Topic 2: Let's go to the Arctic</p>	<p>Topic 3: The Great Outdoors</p>
Topics covered link in with creative topics	<p><u>Locational Geography</u></p> <p>Geographical exploration of the school grounds A study of their local area (Preston) compared to a local seaside resort (Blackpool)</p> <p><i>(History link: Seaside holidays beyond living memory)</i></p> <p>Name and locate some places in their locality.</p> <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. ✓ Observe and describe daily weather patterns. ✓ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<p><u>World Geography</u></p> <p>Hot and Cold places, continents of the world, equator, poles and oceans. Map skills</p> <p>Focus Continent: Antarctica/ Arctic Focus of Enquiry: Cold places in the world. North and South Poles</p> <p><i>(History link: Robert Falcon Scott explorer)</i></p> <p>Name and locate some places the wider world.</p> <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Ask and answer simple geographical questions. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<p><u>Fieldwork</u> <u>Fieldwork in the school grounds</u></p> <p>In this theme children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. They will investigate the key human and physical features of its surrounding environment, i.e. the housing estate, village, or part of the town in which the school is located etc. They will consider similarities and differences between their own school's environment and others. The key questions and activities below start with the school and its grounds before moving out into the immediate neighbourhood.</p> <p>Name and locate some places in the UK.</p>

	<ul style="list-style-type: none"> ✓ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<ul style="list-style-type: none"> ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps. 	<ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps.
		Go on a round the world trip to some hot/cold places. Sample different foods, listen to different music etc Focus: Arctic/Antarctic.	Create a poster all about the UK Go on a walk around the local area – what can you find? Focus on area near school.
Class 3 (Year 1)	Topic 1: At the Farm	Topic 2: Let's go on Safari	Topic 3: UK Explorer
Topics covered link in with creative topics	<p style="text-align: center;"><u>Locational Geography and fieldwork</u></p> <p>Geographical exploration of the school grounds</p> <p>A study of their local area (Preston) compared to the country side.</p> <p>Link to weather</p> <p>Name and locate some places in their locality.</p> <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. ✓ Observe and describe daily weather patterns. ✓ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. ✓ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ✓ Draw, speak or write about simple geographical concepts such as what they can see where. 	<p style="text-align: center;"><u>World Geography</u></p> <p>Hot and Cold places, continents of the world, equator, poles and oceans. Map skills</p> <p>Focus Continent: Africa Focus of Place: Kenya/ Madagascar Investigation: Hot places in the world in relation to the Equator</p> <p>Name and locate some places the wider world.</p> <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Ask and answer simple geographical questions. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps. 	<p style="text-align: center;"><u>Locational Geography</u></p> <p>UK countries and capitals</p> <p>Name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George's Channel.)</p> <p><i>History Link: Castles</i></p> <p>Name and locate some places in the UK.</p> <ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps.
Celebratory Outcome/ Field work ideas	Visit to Countryside: Ribble Valley. What can they hear? See? Smell? Likes/dislikes?	Go on a round the world trip to some hot/cold places. Sample different foods, listen to different music etc Focus: Africa.	Create a poster all about the UK Go on a walk around the local area – what can you find? Focus on school grounds.

Class 4 (Year 2)	Topic 1: The place where I live	Topic 2: Brazilian Adventure	Topic 3: Watching the Weather
	<p align="center"><u>Locational Geography</u></p> <p>Small area of the UK – Where I live and play</p> <p>Explore community around them including map work and field work. Discover local area.</p> <p><i>(History link: The place where I live in history)</i></p> <p>(Lancs planning Y2, Aut1)</p>	<p align="center"><u>World Geography</u></p> <p>Focus Continent: South America Focus Place: Brazil Focus of Enquiry: Hot places in the world close to the equator</p> <p>Links to rainforests (introduction to Amazon)</p> <p>Compare similarities and differences (compare to UK e.g. lives of children)</p>	<p align="center"><u>Human and Physical Geo and fieldwork</u></p> <p><u>Seasonal and daily weather</u></p> <p>In this theme, children will learn about seasonal and daily weather patterns in the United Kingdom. They will observe and record weather conditions and start to consider how these affect human activity. Although this theme is placed in the summer term, it is likely that children will consider seasonal changes over the course of the whole year (or key stage). The activities described are transferable to the season in which the term falls.</p> <p>During the summer term, children will be thinking about what happens during the season of summer, what the weather is like in summer including what happens to the length of the day, and what happens to plants and animals. Children will make links to learning in science and previous work on hot and cold places of the world in Year One.</p>
Celebratory Outcome/ Field work ideas	<p>Walk around the local area. Collect “data” based on what buildings/ green areas are in the local area (Pictures, tallies etc)</p> <p>Visit an interesting building and sketch a picture – write words to describe.</p> <p>Draw/ create a “messy map” of the route.</p>	<p>Have a “Brazil Day” – try food, listen to music, embrace the culture.</p>	<p>Do a weather show – what’s the weather like here compared with another country (Brazil?)</p> <p>https://www.3dgeography.co.uk/home</p>
Class 5 (Year 2/3)	Topic 1: UK Road Trip	Topic 2: Down Under	Topic 3: Our Local Area
	<p align="center"><u>Locational Geography</u></p> <p>Find where Preston is in the UK and compare it to London. Compare Thames to Ribble Focus on physical and human features of London, including mapwork (PlanBee)</p>	<p align="center"><u>World Geography</u></p> <p>Focus Continent: Australia/ Oceania Focus County: Australia Focus of Enquiry: Explore the geography of Australia and make comparisons between Australia and the United Kingdom.</p>	<p align="center"><u>Locational geography and fieldwork</u></p> <p>The purpose of this unit is to enable pupils to investigate their local area using maps, aerial photos and satellite imagery. They should learn where they are in the world and describe a range of physical and human features of their locality.</p>

			They should begin to realise that different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc show different features in more/less detail. For example, their school will not always appear on Google Maps but will definitely feature on large scale Ordnance Survey maps such as Digimap
Celebratory Outcome/ Field work ideas	Visit Preston City centre and look at different buildings. Sketch buildings – write how it made you feel. Plan a route from school to Preston centre (messy maps or digi-maps) Take photos of buildings in UK similar to London (e.g. Harris museum v British museum)	Have an “Australia Day” – try food, listen to music, embrace the culture. https://www.3dgeography.co.uk/home	Games: Show a picture of a place in the world. Where is this place? How do you know? What clues suggest this? H/wk option: Ch bring their own picture of a world/UK location– can everyone guess where it is?
KS2 Ongoing	7 continents, 5 oceans, equator, poles, tropics with some countries (linked to topic work) UK countries and capital cities with some counties. Seas surrounding UK Fieldwork and mapping Land use in different countries and UK		
National Curriculum	Locational Knowledge: Locate countries inc Europe, Americas and key countries/ major cities. Name and locate counties and cities of UK (<i>inc key characteristics, land-use, how it’s changed over time</i>). Position and significance of tropics, hemispheres, GMT and time zones. Place knowledge: Similarities and differences between an area of UK, a region in EU and within Americas.	Human and physical geography: Understand key aspect of physical (<i>climate zone, biomes, rivers, mountains, water cycles, extreme weather</i>) and human (<i>settlements, trade, energy, fossil fuels</i>) Geographical skills and fieldwork: Use maps/globes to locate countries and describe features. Use 8 points of compass, 4/6 figure grid refs, symbols and keys (<i>inc use of OS maps</i>) Use fieldwork to observe, measure, record and present local area inc sketch maps, plans, graphs and digital.	
Class 6 (Year 3)	Topic 1: Water World	Topic 2: Italian Adventure	Topic 3: Violent Volcanoes
	<u>Bodies of water</u> Identify the different bodies of water around our world. (Oceans, seas, rivers, etc...) and discuss the water cycle and its importance on our planet. Investigate what coasts are, linked to water. How are they formed? How are they protected and why are they constantly changing? Study the Process of erosion and deposition and how they affect the	<u>World Geography</u> Focus Continent Europe: Focus Place: Italy Focus of Enquiry: Learn where Italy is in the world and discover the physical geography of this country. 'Explore the countries famous cities and landmarks and immerse in the culture of Italy. <i>(History Link: Romans/ Roman Empire)</i>	<u>Physical Geography</u> Link with previous topic and Italy’s most famous volcano ‘ Mount Vesuvius. ’ Study volcanoes and where they are found in the world. Understand why volcanoes erupt and why they erupt. Explore volcanic areas in detail and discuss what life is like in volcanic areas. <i>(History Link: Romans/ Roman Empire)</i>

	coast. Find out the names of some different coastal formations and find out what disasters can happen on cliff edges. Debate how changing a coastal area will affect the local environment.		
Celebratory Outcome/ Field work ideas	Visit a local river: Savick Brook (Highgate Park), River Ribble, Preston Docks. Explore the usage of each place. Sketch pictures/ take pictures to sketch back at school. Compare with how docks used in past to how they are used now (history link)	Have an “Italy Day” – try food, listen to music, embrace the culture.	Create a volcano out of paper mache – links to art/ DT/ science. https://www.3dgeography.co.uk/home
Class 7 (Year 4)	Topic 1: African Adventure	Topic 2: Reduce, Reuse, Recycle	Topic 3: River Adventure
	<p style="text-align: center;"><u>World Geography</u></p> <ul style="list-style-type: none"> Focus Continent: Africa Focus Country: Egypt Learn where Africa is in the world and discover the physical geography of this country. 'Explore the countries famous cities and landmarks and immerse in the culture of Egypt. Ch should be taught about land use and biomes. <p><i>(History link: Ancient Egypt)</i></p>	<p style="text-align: center;"><u>Environmental study (Y4)</u></p> <p style="text-align: center;">Rubbish and recycling</p> <p>In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment. They will begin to identify and explain differing views that people have about topical environmental and geographical issues.</p>	<p style="text-align: center;">Physical Geography</p> <p>Study Rivers and famous rivers across Europe and UK.</p> <p style="text-align: center;">World Geography</p> <p>Take a trip across the English Channel to focus on the countries and rivers in Europe</p>

Celebratory Outcome/ Field work ideas	Have an “Africa Day” – try food, listen to music, embrace the culture.	Do a local survey in local area. Look for bins/ recycling bins. Go out on “bin day” – what do people recycle? Design a way for people to recycle better. Create a DT project using recycled products.	Fieldwork: Visit a local river. How is it used? What animals/plants are there? Savick Brook/ River Ribble. Book class trip to go river/pond dipping. https://www.3dgeography.co.uk/home
Class 8 (Year 4/5)	Topic 1: Greek Adventure	Topic 2: Food Glorious Food	Topic 3: Extreme Earth
	<p style="text-align: center;">World Geography</p> <p>Revise world countries and countries in Europe naming major cities. Focus Continent: Europe Focus Country: Greece Focus of Enquiry: Learn where Greece is in the world and discover the physical geography of this country. 'Explore the countries famous cities and landmarks and immerse in the culture of the Greeks. Focus on the Mount Olympus and spend time describing and understanding the key aspect of Mountains.</p> <p><i>(History Link: Ancient Greece)</i></p>	<p style="text-align: center;">World and Locational Geography</p> <p>Children learn that food comes from various and diverse places. 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. Links to Fairtrade</p>	<p style="text-align: center;">Physical Geography</p> <p>Investigate the Earth's extreme weather from raging tropical storms to violent erupting volcanoes and terrible tsunamis. Explore how this extreme weather effects people, communities and landscapes.</p>
Celebratory Outcome/ Field work ideas	Have a “Greek Day” – try food, listen to music, embrace the culture.	Fairtrade day – create meals using fairtrade products. Have a fairtrade activity (See Lancs planning) Ch take on different roles to see how our food is made.	Do a weather report for extreme weather around the world – newspaper or TV report on iMovie. https://www.3dgeography.co.uk/home
Class 9 (Year 5)	Topic 1: Magical Mexico	Topic 2: Amazon Adventure	Topic 3: A Kingdom United
	<p style="text-align: center;">World Geography</p> <p>Revise world countries and countries in Europe naming major cities.</p>	<p style="text-align: center;">World Geography</p> <p>Human and physical geography</p>	Locational geography

	<p>Introduce countries and cities in South America</p> <ul style="list-style-type: none"> Focus Continent: South America Focus Country: Mexico Learn where South America is in the world and discover the physical geography of this country. 'Explore the countries famous cities and landmarks and immerse in the culture of Mexico Focus on the Desert and spend time describing and understanding the key aspect of Chihuahua Desert 	<p>Links to North/South America</p> <p>In this theme children will study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and, if possible, other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. They will also learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p> <p>Children should identify rainforests as one of the main biomes of the world. Others include tundra, desert, grassland, deciduous forest and coniferous forest.</p>	<p>Name and locate counties and cities of the UK. Describe physical and human features Use a wide range of maps and use Ordnance Survey maps/ symbols</p> <p>Explore how UK land use has changed over time.</p>
Celebratory Outcome/ Field work ideas	Have a "Mexico Day" – try food, listen to music, embrace the culture.	Kapok Book tree activity – discovering how Amazon is being destroyed (English links) Create the perfect "eco-system" https://www.3dgeography.co.uk/home	Use Kahoot to play some UK games
Class 10 and 11 (Year 6)	Topic 1: Exploring Scandinavia	Topic 2: North American Wonders	Topic 3: Earth Matters
	<p>World Geography Revise world countries and countries in Europe naming major cities.</p> <ul style="list-style-type: none"> Focus Continent: Europe Focus Country: Scandinavia and Iceland <p>Explore Scandinavia which is a small group of countries in Northern Europe that includes Denmark, Norway and Sweden. Explore the location, features and culture and find out how the climates differ in various areas of Scandinavia as well as scenery, culture and lifestyle.</p> <p>Explore Iceland (<i>History link – The Vikings</i>)</p>	<p>World Geography Introduce countries and cities North America</p> <ul style="list-style-type: none"> Focus Continent: North America <p>Discover the continent of North America and all its amazing countries, cities and landscapes from the vast lands of Canada down to central America and the Caribbean Islands. Explore one of the great wonders of the natural world 'The Grand Canyon' and learn about how the canyon was formed, the climate conditions, and different environments in and around it. How the land is used for tourism and by American Indian tribes.</p>	<p>Global warming and climate change</p> <p>Explore sustainable development</p> <p>Link to natural and renewable resources (e.g. gas, wood, steel) and fossil fuels</p> <p>Global climate change refers to the average long-term changes over the entire Earth. These include warming temperatures and changes in precipitation, as well as the effects of Earth's warming, such as: Rising sea levels</p>

			<p>Shrinking mountain glaciers Ice melting at a faster rate than usual in Greenland, Antarctica and the Arctic Changes in flower and plant blooming times.</p>
<p>Celebratory Outcome/ Field work ideas</p>	<p>Have a “Scandinavia Day” – try food, listen to music, embrace the culture.</p>	<p>Compare are of UK to region in North America – create a presentation Create a tourist video on iMovie promoting The Grand Canyon.</p> <p>https://www.3dgeography.co.uk/home</p>	<p>Complete a “How sustainable is our school” iMovie. Complete investigations/surveys for fieldwork on a school basis.</p> <p>Visit to Beacon Fell for fieldwork day.</p>

	Locational Place and Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Field Work	Geographical Skills: Interpret a range of sources of geographical information	Geographical Skills: Communicate Geographical Information
Year 1	<ul style="list-style-type: none"> ✓ Name and locate some places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ✓ Describe some places and features using basic geographical vocabulary. ✓ Express their views on some features of their environment e.g. what they do or do not like. 	<ul style="list-style-type: none"> ✓ Ask and answer simple geographical questions. ✓ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<ul style="list-style-type: none"> ✓ Observe and describe daily weather patterns. ✓ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> ✓ Use a range of sources such as simple maps, globes, atlases and images. ✓ Know that symbols mean something on maps. 	<ul style="list-style-type: none"> ✓ Use maps and other images to talk about life e.g. where they live, journeys to school. ✓ Draw, speak or write about simple geographical concepts such as what they can see.
Year 2	<ul style="list-style-type: none"> ✓ Name and locate significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ✓ Describe places and features using simple geographical vocabulary. ✓ Make observations about features that give places their character. 	<ul style="list-style-type: none"> ✓ Ask and answer simple geographical questions when investigating different places and environments. ✓ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> ✓ Identify seasonal and daily weather patterns. ✓ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> ✓ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ✓ Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> ✓ Express views about the environment and recognise how people sometimes affect the environment. ✓ Create their own simple maps and symbols.
Year 3	<ul style="list-style-type: none"> ✓ Name and locate a wide range of places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ✓ Use geographical language to describe some aspects of human and physical features and patterns. ✓ Make observations about places and features that change over time. 	<ul style="list-style-type: none"> ✓ Ask and answer more searching geographical questions when investigating different places and environments. ✓ Identify similarities, differences and patterns when comparing places and features. 	<ul style="list-style-type: none"> ✓ Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> ✓ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. ✓ Use the eight compass points and recognise some Ordnance 	<ul style="list-style-type: none"> ✓ Express their opinions on the environment and recognise how people can affect the environment both positively and negatively. ✓ Communicate geographical information using a range of methods including the use of ICT.

Year 4	<ul style="list-style-type: none"> ✓ Name and locate a wide range of places in their locality, the UK and wider world including some globally significant features. 	<ul style="list-style-type: none"> ✓ Use geographical language to identify and explain some aspects of human and physical features and patterns. ✓ Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> ✓ Ask and respond to more searching geographical questions including 'how?' and 'why?' ✓ Identify and describe similarities, differences and patterns when investigating different places, environments and people. 	<ul style="list-style-type: none"> ✓ Observe, record, and explain physical and human features of the environment. 	<p>Survey symbols on maps.</p> <ul style="list-style-type: none"> ✓ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ✓ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<ul style="list-style-type: none"> ✓ Express their opinions on environmental issues and recognise that other people may think differently. ✓ Communicate geographical information using a range of methods including digital maps and presentations.
Year 5	<ul style="list-style-type: none"> ✓ Name and locate an increasing range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> ✓ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. ✓ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. 	<ul style="list-style-type: none"> ✓ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? ✓ Recognise geographical issues affecting people in different places and environments. 	<ul style="list-style-type: none"> ✓ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. 	<ul style="list-style-type: none"> ✓ Use a range of maps and other sources of geographical information and select the most appropriate for a task. ✓ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. 	<ul style="list-style-type: none"> ✓ Express and explain their opinions on environmental issues and recognise why other people may think differently. ✓ Choose from a range of methods e.g. digital maps and presentations when communicating geographical information.
Year 6	<ul style="list-style-type: none"> ✓ Name and locate an extensive range of places in the world including globally and topically significant features and events. 	<ul style="list-style-type: none"> ✓ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. ✓ Explain some links and interactions between people, places and environments. 	<ul style="list-style-type: none"> ✓ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? ✓ Make predictions and test simple hypotheses about people, places and geographical issues. 	<ul style="list-style-type: none"> ✓ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. 	<ul style="list-style-type: none"> ✓ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. ✓ Recognise an increasing range of Ordnance Survey symbols on maps and 	<ul style="list-style-type: none"> ✓ Develop their views and attitudes to critical responses to local geographical issues and events. ✓ Communicate geographical information using a range of methods including writing and digital presentations.

					locate features using six-figure grid references.	
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