



Geography Curriculum: Intent

To encourage a greater understanding and knowledge of the world and our pupils place in it and through curiosity and fascination learn concepts and skills. Through active investigating, pupils will ask and answer discerning questions about the diverse natural and human world.



Geography Curriculum: Implementation

At St. Mary's, the Geography curriculum has been specifically written for and tailored to our pupil's interests and it is developed by the wider curriculum. The Breadth of Study and the key skills are mapped out progressively from EYFS to Y6 and links are made to key English texts, historical eras of study and key Science objectives. This ensures that the focus is on the geographical skills and knowledge, which can then be enhanced through curriculum links and application.

Key Features:

- Detailed curriculum mapping across all key stages that is progressive.
- The curriculum is mapped out in three key areas; the focus for learning, mapping use/knowledge and geographical skills.
- Over the academic year 3 units that will be taught. Each unit has a focus that **MUST** be taught alongside the mapping and skills outlined below.
- Wider curriculum links to deepen understanding and knowledge.
- High quality class texts have been secured to support the Geography curriculum.
- Access to resources and schemes of work through school membership of the Geographical Association.

A St. Mary's Geographer has...

A strong understanding of physical and human geography and are able to apply their geographical knowledge to real-life situations.

They understand their responsibilities towards the environment and the impacts of human activities on natural resources.

A deepened understanding of global issues such as climate change, migration, and poverty.

In addition, they have a solid understanding of cultural diversity and respect for different points of view.

National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Understanding of the World - Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>			
	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<p><u>Locational knowledge</u></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><u>Place knowledge</u></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><u>Place knowledge</u></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 			

National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Human and physical geography</u> <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• use basic geographical vocabulary to refer to:<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		<u>Human and physical geography</u> <ul style="list-style-type: none">• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• describe and understand key aspects of 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			
	Procedural knowledge Knowing ‘how’ to do Geography					
	<u>Geographical skills and fieldwork</u> <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 at this key stage• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		<u>Geographical skills and fieldwork</u> <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			

Geography progression of knowledge and skills

LOCATIONAL GEOGRAPHY

**Declarative knowledge (the 'what' - geographical facts)
e.g. name and locate**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>My world in Nursery</u></p> <p>Name and locate area around Nursery and grounds and recognise features</p> <p>Name the different areas in Nursery</p>	<p><u>My school and the area around me.</u></p> <p>Name and locate area around our school setting and the grounds</p> <p>Discuss their immediate environment using knowledge from observation, discussion and maps:</p> <ul style="list-style-type: none"> Name the school you belong to Name the town that the school is in. Recognise and name the different areas and places in our school e.g playground, hall, library <p>Name, locate and recognise features and places in Wednesbury</p> <ul style="list-style-type: none"> Features such as road signs, traffic lights, trees, shops, houses, bus stop <p>Continuous Provision - Discuss with each other what they can and can't do in different parts of their outdoor area or classroom and work on a map together e.g. where you can run and where you need to be quiet.</p>	<p><u>Weather and Seasons</u></p> <p>Lesson 1:</p> <p>LO: _ Order the months of the year and recognise seasons.</p> <p>Lesson 2:</p> <p>LO: Spot the differences between the seasons</p> <p>Lesson 3:</p> <p>LO: Find clues to decide which season we are in</p> <p>Lesson 4:</p> <p>LO: Identify the types of clothing worn in different weather.</p> <p>Lesson 5:</p> <p>LO: Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</p> <p>Lesson 6:</p> <p>LO: Explore how the weather affects different jobs.</p>	<p><u>Continents and Oceans</u></p> <p>Lesson 1:</p> <p>LO: _ Understand where I am in the world.</p> <p>Lesson 2:</p> <p>LO: Locate on a map the seven continents.</p> <p>Lesson 3:</p> <p>LO: Locate on a map the oceans that link the continents.</p> <p>Lesson 4:</p> <p>LO: Describe where different continents are located.</p> <p>Lesson 5:</p> <p>LO: Spot the physical and human features of a continent.</p> <p>Lesson 6:</p> <p>LO: Share my understanding of a continent</p>	<p><u>Climate zones</u></p> <p>Lesson 1:</p> <p>LO: Identify the different lines of latitude and explain how latitude is linked to climate.</p> <p>Lesson 2:</p> <p>LO: Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</p> <p>Lesson 3:</p> <p>LO: Compare temperate and tropical climates.</p> <p>Lesson 4:</p> <p>LO: Explore weather patterns within a climate zone.</p> <p>Lesson 5:</p> <p>LO: Write a weather forecast for a typical day in your choice of climate zone</p>	<p><u>Rivers*</u> (fieldwork opportunity)</p> <p>Lesson 1:</p> <p>LO: Describe the water cycle, explain what a river is and locate the world's longest rivers on a map</p> <p>Lesson 2:</p> <p>LO: Describe how rivers are used around the world</p> <p>Lesson 3:</p> <p>LO: Identify the stages and features of a river, and the way that land use changes from the source to the mouth</p> <p>Lesson 4:</p> <p>LO: Recognise and explain how human activity affects rivers</p> <p>Lesson 5:</p> <p>LO: Recognise and explain how flooding affects communities</p> <p>Lesson 6:</p>	<p><u>Mountains*</u> (fieldwork opportunity)</p> <p>Lesson 1:</p> <p>LO: Describe what a mountain is and locate the world's 'Seven Summits' on a map</p> <p>Lesson 2:</p> <p>LO: Describe the key features of mountains and how they are formed</p> <p>Lesson 3:</p> <p>LO: Describe the climate of mountains and explore mountain life</p> <p>Lesson 4:</p> <p>LO: Explore and locate the UK's highest mountains</p> <p>Lesson 5:</p> <p>LO: Recognise the importance of the Himalayas for people living in the region</p> <p>Lesson 6:</p> <p>LO: Share your knowledge about a world-famous mountain or mountainous region</p>	<p><u>United Kingdom*</u> (fieldwork opportunity)</p> <p>Lesson 1:</p> <p>LO: Compare and contrast the different countries of the UK</p> <p>Lesson 2:</p> <p>LO: Identify where I live in the UK and locate the UK's major cities</p> <p>Lesson 3:</p> <p>LO: Identify physical characteristics of the UK</p> <p>Lesson 4:</p> <p>LO: Understand how people have affected the United Kingdom's landscape</p> <p>Lesson 5:</p> <p>LO: Describe and explain the sorts of industries in which people in the UK work</p> <p>Lesson 6:</p> <p>LO: Understand the different types of energy sources used in the UK Evaluate the advantages and disadvantages of wind energy</p>

				Compare the climates of Seville and Santiago. Lesson 6: LO: Identify the characteristics of each climate zone	LO: Identify the key characteristics of one of the world's longest rivers		
VOCABULARY							
Home corner, art area, writing area, cloakroom, toilets, small world, book corner etc	School, St Mary's, Wednesbury, playground, hall, library, office, road signs, traffic lights, trees, shops, houses, bus stop etc.	Time, month, season, order, spring, summer, autumn, winter, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, temperature.	Map, village, town, city, county, country, continent, world, land, ocean, location, North, South, East, West, physical, human, features	Climate, latitude, weather, Equator, hemisphere, sphere, axis, season, temperature, terperate, tropical, precipitation, Mediterranean, tropical, arid, polar,	Water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro- electric power, crops, transporting, recreational, source, meander, tributary, v-shaped valley, waterfall, ox-bow lake, dam, irrigation, Thames barrier, floodplain, embankment, sandbag, continent, country, world river	Mountain, summit, landform, hill, mountain range, plates, mantle, slope, valley, fold, fault-block, volcanoes, dome, climate, avalanche, Equator, environment, UK, Three-Peaks Challenge, Himalayas, mountain range, porters, valley, terracing, mountaineers, Seven summits, region, mountain ranges,	Countries, human, physical, landmark, region, capital city, city, county, physical features, coastline, mountain range, river, industry, National Park, retail, farming, manufacturing, tourism, finance, energy, renewable, wind energy, London Array, solar farm, nuclear power

Geography progression of knowledge and skills							
PLACE KNOWLEDGE							
Declarative knowledge (the ‘what’ - geographical facts)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>The World Around Me.</u></p> <p>Know that there are different countries in the world using stories and discussions about holidays</p> <ul style="list-style-type: none"> Build awareness of different countries Know we can travel to different countries Discuss where we have been on holiday and how we travelled there <p>Talk about differences they have experienced or seen in photos (hot and cold places). Add places of holidays onto a map for children to see different ways of travelling.</p>	<p><u>The World</u></p> <p>Use simple geographical words to describe physical features</p> <ul style="list-style-type: none"> Beach (The Bear in the Cave) forest, Little Red Riding Hood) sea, (The Snail and the whale) season, (science links) weather. (science links) <p>Use simple geographical words to describe human features</p> <ul style="list-style-type: none"> city, (A Walk in London by Salvatore Rubbino) The Bear in the Cave - Michael Rosen and Adrian Reynolds) farm,village (Rosie's Walk house, (The Three Little Pigs) shop town 	<p><u>United Kingdom</u></p> <p>Lesson 1:</p> <p>LO: Check my understanding of the United Kingdom and locate the four countries of the United Kingdom</p> <p>Lesson 2:</p> <p>LO: Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Lesson 3:</p> <p>LO: Explain the differences between human and physical features.</p> <p>Lesson 4:</p> <p>LO: Describe the human and physical features of one of the UK's capital cities.</p> <p>Lesson 5:</p> <p>LO: Share my understanding of the UK</p>	<p><u>Hot and cold places</u></p> <p>Lesson 1 LO: Identify hot and cold places and locate them on a map.</p> <p>Lesson 2:</p> <p>LO: Recognise the features of a hot and a cold place</p> <p>Lesson 3:</p> <p>LO: Explore a hot or cold place.</p> <p>Lesson 4:</p> <p>LO: Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>Lesson 5:</p> <p>LO: Compare a pack list for a trip to a hot place with a list for a cold place.</p> <p>Lesson 6:</p> <p>LO: Describe what I would see in a hot or cold place.</p>	<p><u>North America</u></p> <p>Lesson 1:</p> <p>LO: Locate North America on a world map, including through using latitude and longitude.</p> <p>Lesson 2:</p> <p>LO: Children locate the United States of America and explain its name</p> <p>Lesson 3:</p> <p>LO: To understand the human and physical geography of the Rockies.</p> <p>Lesson 4:</p> <p>LO: To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area</p> <p>Lesson 5:</p> <p>LO: To investigate and evaluate the key features of a US state.</p> <p>Lesson 6:</p> <p>LO: To compare and contrast New York with the children's home area.</p>	<p><u>Rainforests</u></p> <p>Lesson 1:</p> <p>LO: Recognise what a rainforest is and locate the world's rainforests on a map</p> <p>Lesson 2:</p> <p>LO: Recognise the different layers of life in a rainforest</p> <p>Lesson 3:</p> <p>LO: Recognise the features that make up a rainforest</p> <p>Lesson 4:</p> <p>LO: Describe the key characteristics of the Congo</p> <p>Lesson 5:</p> <p>LO: Describe and explain the impact of the deforestation of the rainforests</p> <p>Lesson 6:</p> <p>LO: Explain the importance of the Amazon Rainforest</p>	<p><u>Volcanoes and earthquakes</u></p> <p>Lesson 1:</p> <p>LO: Find out about the structure of the Earth and label a diagram</p> <p>Lesson 2:</p> <p>LO: Describe what happens at the boundaries between the Earth's plates</p> <p>Lesson 3:</p> <p>LO: Describe and explain the key features of a volcano</p> <p>Lesson 4:</p> <p>LO: Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>Lesson 5:</p> <p>LO: Report on the effects of a volcanic eruption</p> <p>Lesson 6:</p> <p>LO: Evaluate the advantages and disadvantages of living near a volcano</p>	

Geography progression of knowledge and skills							
HUMAN & PHYSICAL GEOGRAPHY							
Declarative knowledge (the ‘what’ - geographical facts)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Observe the weather</u>		<u>Local area</u>	<u>Mugumareno Village, Zambia</u>	<u>Rio and South-East Brazil</u>	<u>South America – the Amazon</u>	<u>European region</u>	<u>Local area and region - Upper KS2*</u> (integrates fieldwork)
<ul style="list-style-type: none">Complete daily weather chartDiscuss weather and appropriate clothingBegin to observe seasonal changes linked to weather Begin to show an interest in different jobs people do Recognise places where people work <ul style="list-style-type: none">Locate people who help us in school Know some jobs of people who help us and where they work	Know some similarities and differences between contrasting environments in other countries drawing on knowledge from stories, non-fiction texts and, when appropriate maps (Wednesbury and Africa) link with Handra’s Surprise. <ul style="list-style-type: none">Show the location of Africa on the map/globe and use maps/photographs to discuss and compare to Wednesbury.Know about some places/landmarks in AfricaKnow how the weather is different in Wednesbury and Africa Share fiction and non-fiction texts about Africa.	Lesson 1: LO: Know the difference between rural and urban areas, including your own Lesson 2: LO: Use fieldwork to identify and record the main features of the school grounds. Lesson 3: LO: Use fieldwork to identify and record the main features of the local area. Lesson 4: LO: Using data collected during fieldwork, recount the journey through the local area. Lesson 5: LO: Recognise some commonly used Ordnance Survey map symbols. Lesson 6: LO: Create a map of our local area, showing the key features.	Lesson 1: LO: To locate Zambia, To find out Zambia’s key physical and human features. Lesson 2: LO: To locate the village of Mugurameno Lesson 3: LO: To find out how people use the river Mugurameno Lesson 4: LO: To find out about food eaten in Mugurameno, how it is prepared. Lesson 5: LO: To find out about materials used to build houses in Mugurameno. Lesson 6: LO: Compare the lives of children in Mugurameno with our own. Lesson 7: LO: To compare school life in Mugurameno and where we live. Lesson 8: LO: To compare shopping and recycling habits in Mugurameno and where we live.	Lesson 1: LO: Children are able to locate South America on a world map and identify some of its key features. Lesson 2: LO: To locate South American countries and capitals, in order to compare the time difference between them and the UK Lesson 3: LO: To compare key facts about Brazil with facts about your country. Lesson 4: LO: To use photographs and information texts to imagine daily life in Rio de Janeiro Lesson 5: LO: To investigate trade links with South East Brazil. Lesson 6: LO: To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.	Lesson 1: LO: To locate The Amazon on a map and consider the significance of its location. Lesson 2: LO: To describe the importance of the Amazon Basin and Rainforest. Lesson 3: LO: To understand some of the threats to the Amazon and why they matter. Lesson 4: LO: To understand some of the main human and physical features of Manaus. Lesson 5: LO: To compare the Amazon Basin with South-East Brazil and the children’s home area. Lesson 6: LO: To share children’s knowledge and understanding of the Amazon Basin.	Lesson 1: LO: Children are able to locate Europe and investigate key information about its principal countries Lesson 2: LO: To explore tourism in the Mediterranean region Lesson 3: LO: To understand some of the factors affecting migration into Europe through Greece Lesson 4: LO: To investigate the landscape of Greece, its features and how it is used Lesson 5: LO: To investigate some of the main features of Athens Lesson 6: LO: To compare everyday life for a child in Athens with that in other places	Lesson 1: LO: How do my local area and my region fit into the wider world? To locate the region and local area in relation to other places ☑ To use an aerial image to describe the key physical and human features of the region and local area ☑ To understand local, regional, national and international links to the local area Lesson 2: LO: Can I identify and locate the main features of my region? ☑ to identify the principal features of a region within the UK ☑ to locate key sites on a regional map ☑ to use scale on a map to measure approximate distances ☑ to use distance and compass points to identify the approximate location of a place Lesson 3: LO: How might our region meet people’s needs? Learning objectives:

							<p>☒ To consider how a region can meet the needs of its population</p> <p>☒ To identify key human needs and processes</p> <p>Lesson 4:</p> <p>LO: Fieldwork - Is this a place fit for people? Learning objectives:</p> <p>☒ To gather evidence through urban fieldwork of how a region is meeting people’s needs.</p> <p>Lesson 5:</p> <p>LO: How can I create a needs map of the place I have visited? Learning objectives:</p> <ul style="list-style-type: none">• To annotate an Ordnance Survey map to accurately locate specific sites• To create symbols and a key for a simple land use map• To create accurate six-figure grid references for specific sites <p>Lesson 6:</p> <p>LO: How does our region meet people’s needs? Learning objectives: • Communicate geographical information about the region, using maps and writing at length</p>
VOCABULARY							
World, travel, car, boat, plane, train, coach, hot, cold, holiday, country. Weather, rainy, sunny, cloudy, windy, patterns, change, same, different. Job, work, hospital, nurse, doctor, dentist, fire-fighter, fire station. Map, globe, water, land. Left, right, forwards, backwards, under, behind, below.	Environment, features, place, countries, Africa, compare, different, same, landmarks. Beach, forest, sea, season, weather, city, farm, village, house, shop, town. Maps, route, features, aerial photos, left, right, behind, next to, in front of, above, below, under, forwards, backwards. Village, town, city	City, rural, urban, map, settlement, town, village, classroom, field, fieldwork, grounds, hall, staffroom, bungalow, semi-detached, caravan, feature, flats, home, house, human, physical, terraced, feature, key, map, scale, symbol,		Cerro Aconcagua, São Paulo, Lake Titicaca, Southern Hemisphere, La Paz, Ushuaia, Brasília, latitude, longitude, time zone, tropical, population, Northern Hemisphere, Southern Hemisphere, culture, favela, recreation, region, trade, export, manufacturing, mining, port, tourism, trade,	Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Capricorn, Venezuela, access, biodiverse, biome, ecosystem, food chain, humidity, river basin, biodiversity, charity, deforestation, photosynthesis, poverty, capital, equatorial, settlement, trade, urban, volume, agriculture, latitude, longitude,	Europe, European Union, France, Germany, Italy, Mediterranean, Poland, polar, Russia, Scandinavia, Spain, termperate, Ukraine, civilisation, leisure, Mediterranean Sea, resort, service industry, tourism, border, Greece, migrant, refugee, Syria, agricultural, coastal, industrial, mountain, residential, rural, wilderness, Athens, Attica, Parthenon, Peloponnese,	

				development, Olympic Games	manufacturing, rural, tropical, river basin	Piraeus, port, Acropolis, coastal, climate, pollution	
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SUBSTANTIVE KNOWLEDGE

<p>By the end of nursery, children should:</p> <p>Show an interest in different occupations and recognise people who can help them - emergency services etc. - Know that there are different countries in the world and talk about differences they have seen or experienced</p>	<p>By the end of Reception, children should:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>EYFS Development Matters Statements (Understanding the World - Reception)</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries 	<p>By the end of Year 1, children should <i>know</i>:</p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; • the location and features of the local area. 	<p>By the end of Year 2, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the names and locations of the world's continents and oceans, and some information about each of them; • where the world's main hot and cold regions are, and some information about what they are like; • the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; • how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. 	<p>By the end of Year 3, children should <i>know</i>:</p> <ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions); • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; • the location of South-East Brazil and Rio de Janeiro within the South American continent; <p>about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</p>	<p>By the end of Year 4, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the key elements and features of a river; • the key elements of the water cycle; • the names of - and key information on - the world's main rivers; • basic ideas about flood management; • the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); • the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; • how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; • how some human beings have adapted to life in 	<p>By the end of Year 5, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the main features and causes of volcanoes and earthquakes; • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, 	<p>By the end of Year 6, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; <p>ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</p>
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	<ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them <p>Describe what they see, hear and feel whilst outside</p>				the rainforest and the Amazon.	<p>as well as core knowledge about mountains, volcanoes, earthquakes, etc;</p> <ul style="list-style-type: none"> • how people can respond to a natural disaster, such as an earthquake; • ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; <p>about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).</p>	
<p>Use simple maps, globes to recognise water as blue and land as green.</p> <ul style="list-style-type: none"> • Use physical resources e.g. floor mats, crates, small world area to make simple representations of maps to identify water and land. <p>Know the globe represents the world.</p>	<p>Continuous Provision - Create a map of the route used by Little Red Riding Hood/Goldilocks and Three Bears/ Three Little Pigs.</p>	<p>By the end of Year 1, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; • work together to create a 	<p>By the end of Year 2, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; • use globes and atlases - and annotate maps - to identify the world's hot 	<p>By the end of Year 3, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; • use globes, atlases and maps to identify the main human and physical features of North and South America; • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, 	<p>By the end of Year 4, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • interpret and explain key information on rivers; • evaluate a range of possible flood prevention measures; • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; • interpret a range of maps and aerial views of the 	<p>By the end of Year 5, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and 	<p>By the end of Year 6, children should be <i>able</i> to:</p> <ul style="list-style-type: none"> • interpret a range of maps of the UK and the local region and apply this information to their understanding of it; • use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; • use fieldwork to collect and critically evaluate data from a range

		<p>simple map of the local area;</p> <ul style="list-style-type: none"> • observe, record, discuss and ask questions about the main features of the local area, based on direct experience; • make connections between their investigation of the local area and what they have learned about weather, climate and the UK; • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather. <p>In addition, children should have had opportunities to develop their locational and place knowledge, geographical vocabulary and skills of enquiry, fieldwork and mapwork through incidental opportunities within other subjects and via 'geography in the news'.</p>	<p>and cold regions, locating the UK and Zambia within them;</p> <ul style="list-style-type: none"> • look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; • use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; <p>make use of the four main compass points when describing the location of these key locations and regions.</p>	<p>discussing and asking questions about their main features, and comparing these with places previously studied;</p> <ul style="list-style-type: none"> • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). 	<p>Amazon and apply this information to their understanding of it;</p> <ul style="list-style-type: none"> • use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations. <p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days. For example, fieldwork in the autumn term observing and recording the features of a local river or waterway would strongly support learning that term, while subsequently feeding into work on the Amazon in the summer.</p>	<p>evaluating a range of viewpoints;</p> <ul style="list-style-type: none"> • use globes and atlases to identify the location of Greece and the Mediterranean; • use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens. <p>NB: The study of a European region could conclude by looking at Rome or another city, region and country, rather than Athens and Greece.</p> <p>In addition, children should have had the opportunity to further develop their locational and place knowledge, geographical vocabulary and skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.</p>	<p>of viewpoints about the local region, how it meets people's needs, and how it might change;</p> <ul style="list-style-type: none"> • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; • use appropriate vocabulary when describing key information about the UK and the local region to external audiences. <p>In addition, children should have had the opportunity to further develop and secure their locational and place knowledge and geographical vocabulary. They should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to do so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have</p>
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