

## Year 3 Geography

Objectives	Topics-ideas	Milestone 2
<p>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><b>Term 1</b> Chocolate Fair Trade</p> <p><b>Term 2</b> Weather World Map-map and mapping skills</p> <p><b>Term 3</b> Rushey Mead-study your local area Short Unit</p>	<p><b>To investigate patterns Study your local area</b></p> <ul style="list-style-type: none"> <li>Describe how the locality of the school has changed over time</li> </ul> <p><b>To investigate patterns World Map</b></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul> <p><b>To investigate places World Map</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p><b>To investigate places World Map</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Rushey Mead-study your local area</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>

Year 4 Geography

Objectives	Topics-ideas	Milestone 2
<p>□□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</p> <p><b>Geographical skills and fieldwork</b>                      □□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</p> <p><b>Human and physical geography</b>                      □□describe and understand key aspects of:                      □□physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Term 1</b>  <b>Space</b> –history, moon landing, science, space facts</p> <p><b>Water-</b> water cycle, use of water, journey of river (revised)</p> <p><b>Term 2</b>  <b>Animals around the World</b>                      Link to habitats work in Science                      Where animals come from, animal families</p> <p><b>Term 3</b>  <b>Europe-</b> differences/similarities, map work, understanding town, city, country, continent,</p> <p><b>General Knowledge-general</b> knowledge about the local, country and Europe</p>	<p><b>To communicate geographical Water Cycle, Journey of a River and Europe</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul> <p><b>To investigate patterns Europe</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p><b>To investigate places Europe</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>

**Year 5 Geography**

Objectives	Topics-ideas	Milestone 3
<p><b>Locational knowledge</b></p> <p>□ 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</p>	<p>Term 1 Double History</p> <p>Term 2 Trading Places-short unit</p> <p><u>Reading and Understanding maps</u></p> <p>Term 3 Fashion-Sweatshops and How Clothes are made</p>	<p><b>To communicate geographically</b> Reading and Understanding maps</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><b>To investigate patterns</b> Reading and Understanding maps</p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>Fashion Trade &amp; Trading Places</b></p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>

**Year 6 Geography**

Objectives	Topics-ideas	Milestone 3
<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>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of:</li> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li><input type="checkbox"/> 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</li> </ul>	<p>Term 1 Double History</p> <p>Term 2 Around the World</p> <p>Term 3 The Environment</p>	<p><b>To investigate patterns Around the World &amp; The Environment</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To investigate places</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Not doing this one:</b></p> <ul style="list-style-type: none"> <li>• <i>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</i></li> </ul>