

Impact of Human geography Impact of Physical geography The Climate and environment		Geographic knowledge and facts Compare and contrast using observational skills Questioning skills		Practical Use of maps, Atlases etc	
KS1		LKS2		UKS2	
Could all animals live in the same place?		Does human activity increase the risk of natural disasters?		How do we want the future living conditions to be for each species?	
Children Know :		Skills and Fieldwork :		Children Know :	
P L A N E T E A R T H	<ul style="list-style-type: none"> <li>The names of the world's continents and oceans.</li> <li>Where the continents are on a world map</li> <li>The similarities and differences between 2 different localities</li> <li>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>Children ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place? What is the weather like?).</li> <li>Children discuss the habitat in hot and cold areas of the world in order to answer the lead question?</li> <li>Explore seasonal and daily weather patterns in the United Kingdom (also covered in science)</li> </ul>	<ul style="list-style-type: none"> <li>The water cycle</li> <li>The physical geography of countries/places that experience natural disasters (i.e. areas with live volcanoes, Tsunamis, earthquakes or regular flooding)</li> <li>How human behaviour, including land use affects the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of resources to identify how human behaviour affects land around rivers causing flooding.</li> <li>Understand how human settlement is at risk by natural disasters.</li> <li>Explain own views about locations, giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>How to describe the key aspects of biomes</li> <li>How to describe vegetation belts</li> <li>How human geography affects biomes and vegetation belts</li> <li>How locations around the world are changing and explain some of the reasons for change.</li> </ul>
	<ul style="list-style-type: none"> <li>Research a range of human activities i.e. economic activity, trade links, and the distribution of natural resources including energy, food, minerals, and water supplies and discuss how these impact the living conditions for humans and animals.</li> </ul>				
How is the United Kingdom like a puzzle?		Do the largest countries have the largest populations?		Where are you really from?	
Children Know :		Skills and Fieldwork :		Children Know :	
B R I T A I N	<ul style="list-style-type: none"> <li>The four countries that make the United Kingdom.</li> <li>The four capital cities of the United Kingdom</li> <li>The surrounding seas near the UK.</li> <li>The 4 main compass points and can show this on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use a map to identify whether a location is a city, town, village, coastal or rural area.</li> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	<ul style="list-style-type: none"> <li>the names and locations of some of the countries of Europe</li> <li>How to compare the size of European countries</li> <li>How to compare the population density of some European countries</li> <li>Why the physical geography of a country affects the population size</li> </ul>	<ul style="list-style-type: none"> <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>Graph findings to enable comparisons between human and physical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>The meaning of the term migration</li> <li>The names and locations of countries that humans migrate from and to.</li> <li>The reasons why humans move country</li> <li>How geographical diversity affects where people live.</li> </ul>
	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the physical features of a location</li> <li>Use a range of resources to give detailed descriptions and opinions of the human geography of a location</li> </ul>				
How have people changed Rendlesham?		Where has Dunwich gone?		Do all societies impact the planet in the same way?	
Children Know :		Skills and Fieldwork :		Children Know :	
H U M A N K I N D	<ul style="list-style-type: none"> <li>The basic symbols used in a key on a map</li> <li>How to use and apply basic grid references (A1, B1)</li> <li>basic compass directions (north, south, east and west)</li> <li>How to use locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>How to identify human features such as towns, villages, farms and houses on a map</li> <li>How to identify physical features such as forests and rivers on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Identify land use around the school using a range of maps</li> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul>	<ul style="list-style-type: none"> <li>How to identify the key physical features of Dunwich using maps.</li> <li>How to identify the key human features of Dunwich using maps</li> <li>How some aspects of the land/coast have changed over time.</li> <li>how to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of Dunwich in relation to the rest of the United Kingdom</li> </ul>	<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 Dunwich and surrounding areas</li> </ul>	<ul style="list-style-type: none"> <li>How to compare the geographical diversity of England with a contrasting country in a different Hemisphere</li> <li>The Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>That diversity applies to culture, climate and land use</li> <li>How countries and geographical regions are interconnected and interdependent.</li> <li>How land use in contrasting countries impacts pollution and affects the environment</li> </ul>
	<ul style="list-style-type: none"> <li>Use atlases, tables and graphs to 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> </ul>				
How is life different for children across the world?		When is a river not a river?		How have cartographers represented London over time?	
Children Know :		Skills and Fieldwork :		Children Know :	
C I V I L I S A T	<ul style="list-style-type: none"> <li>The geographical similarities and differences of a small area of the United Kingdom and of a contrasting (non-European) country</li> <li>How to use the key features of a location to say whether it is a city,</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use maps to identify a contrasting non-European country</li> <li>Ask and answer geographical questions (such as: What is this place</li> </ul>	<ul style="list-style-type: none"> <li>How to use the eight points of a compass and four-figure grid references, to communicate knowledge of rivers and seas.</li> <li>The physical features of rivers.</li> <li>How to identify physical features on maps and</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork sketches maps and digital technologies to observe and locate local rivers</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	<ul style="list-style-type: none"> <li>The key features and uses of a range of maps such as aerial images, topological maps - as in London's Tube map and Ordnance Survey maps).</li> <li>How the physical and human features of London have changed over time –</li> </ul>
	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about how a location has changed</li> <li>Analyse and give views on the effectiveness of different geographical</li> </ul>				

I O N S	<p>town, village,, coastal or rural area.</p> <p>How physical and human geography affects the opportunities and lives of children in contrasting places</p>	<p>like? What or who will I see in this place? What do people do in this place? How do children live in this place?).</p>	<p>through fieldwork observations</p> <p>How to identify the start and end of a river</p>	<ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> </ul>	<p>using maps to explain their understanding</p> <ul style="list-style-type: none"> <li>• How physical features affect human activity within a location (London) over time.</li> </ul>	<p>representations of a location</p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions of features of a location</li> </ul>
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## GEOGRAPHY