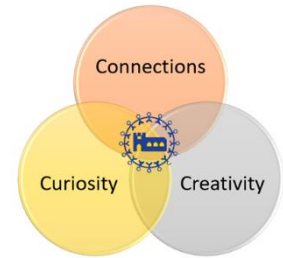


# Geography – Knowledge and Skills Progression



## Intent

Starting in the EYFS we provide high quality teaching to develop the following essential characteristics of geographers:

- A genuine interest in Geography and a real sense of curiosity about the world and people.
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge, vocabulary and skills that are transferable to other curriculum areas.
- Fluency in geographical enquiry and the ability to apply questioning skills and the ability to reach clear conclusions and explain their findings.

We aim for our curriculum to make connections between learning in different subjects as well as connections with their own lives and the world around them. Geographically, this will involve looking at our immediate locality as well as locations in close proximity that will be familiar to children. Curiosity is something that helps to drive learning and through teaching our geographical objectives through our thematic curriculum, we aim to spark and ignite imagination through questions, and an engagement with learning.

## Implementation

Our whole school curriculum enables all children regardless of background, ability or additional needs to flourish. Based upon the National Curriculum we have created a progression map, which sets out the objectives taught in each year group identifying clear skills and knowledge. This ensures that learning is being built on as the children progress through the school and is carefully sequenced to maximise learning.

Children are given opportunities to explore their school grounds, local area and wider community where they will learn how to create and follow a variety of route maps and learn how their local area has developed geographically over time. Children

learn about their responsibility as a global citizen by understanding more about carbon footprints, the journey their food takes and the dangers facing our future world, including global warming and deforestation.

## Impact

By the time children leave Lyne and Longcross, they:

- Have a secure knowledge of where places are and what they are like
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- Have an extensive base of geographical knowledge and vocabulary
- Be able to apply questioning skills and use effective analytical and presentational techniques
- Have a passion and real sense of curiosity to find out about the world and the people in it.

Children should be taught to: (Key Stage 1 and Key Stage 2)

<p><b>Locational knowledge</b></p>	<p>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> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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>
<p><b>Place knowledge</b></p>	<p>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. 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.</p>
<p><b>Human and Physical Geography</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>

	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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>
<b>Geographical skills and fieldwork</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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>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>

## **EYFS**

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their geographical knowledge and understanding in preparation for the National Curriculum.

Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing</li> <li>Describe a familiar route</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>	
Understanding the World	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials</li> </ul>	

	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>• Draw information from a simple map</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>	
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In Reception, children will cover geographical knowledge and understanding through the topics in the table below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me! Awesome Autumn	People Who Help Us Winter	Let's Go To China! Chinese New Year Traditional Storytelling	Spring Life Cycles Easter	Dinosaurs Superheroes	Beaches Plants

## Curriculum Knowledge and Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units studied	<u>Autumn:</u> Around the World <u>Spring:</u> Four seasons <u>Summer:</u> Map makers	<u>Autumn:</u> Life in the City <u>Spring:</u> Let's go to the Arctic <u>Summer:</u> Where do I live?	<u>Autumn:</u> Volcanoes <u>Spring:</u> Our European Neighbours <u>Summer:</u> Investigating India	<u>Autumn:</u> Earning a Living <u>Spring:</u> Countries Around the World <u>Summer:</u> Rainforests	<u>Autumn:</u> The Grand Canyon <u>Spring:</u> Water World <u>Summer:</u> Exploring Scandinavia	<u>Autumn:</u> Extreme Earth <u>Spring:</u> South America <u>Summer:</u> Our Local Area
Locational knowledge	<p><b>Autumn:</b> <i>Around the world:</i></p> <p>I know that France is a country in Europe. I know that China is a country in Asia. I know that Australia is the name of both a country and a continent. I know that Kenya is a country in Africa. I know that the USA is a country in North America.</p>	<p><b>Autumn:</b> <i>Life in the city:</i></p> <p>I know that London is the capital city of the UK. I can match some capital cities with their country. I know that Edinburgh is the capital city of Scotland. I know that Tokyo is the capital city of Japan.</p> <p><b>Spring:</b> <i>Let's go to the Arctic:</i></p>	<p><b>Autumn:</b> <i>Volcanoes:</i></p> <p>I know that the equator separates the Northern and Southern Hemispheres. I know that the capital of Hawaii is Honolulu.</p> <p><b>Spring:</b> <i>Our European neighbours:</i></p> <p>I can name different countries in Europe. I can name the seas and oceans</p>	<p><b>Autumn:</b> <i>Earning a living:</i></p> <p>I know that the UK's industries are dependent on geographical areas.</p> <p><b>Spring:</b> <i>Countries around the world:</i></p> <p>I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population.</p>	<p><b>Autumn:</b> <i>The Grand Canyon:</i></p> <p>I know that the Grand Canyon is located in the USA, North America. I know that the USA is made up of 50 states. I know that the Grand Canyon is in the state of Arizona. I know what lines of longitude and latitude are.</p> <p><b>Summer:</b> <i>Exploring Scandinavia:</i></p>	<p><b>Autumn:</b> <i>Extreme Earth:</i></p> <p>I know where some places of extreme temperature are located.</p> <p><b>Spring:</b> <i>South America:</i></p> <p>I can name the countries of South America. I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.</p>

	<p>I know that Brazil is a country in South America. I know that there are no countries in Antarctica.</p>	<p>I know the names of the countries in the Arctic Circle.</p> <p><b>Summer:</b> <i>Where do I live?:</i></p> <p>I know that the world is split into seven land masses called continents. I know that there are oceans between the continents. I know the difference between a continent and a country. I can name the four countries of the UK. I can name the four capital cities of the UK and match them to their country.</p>	<p>surrounding Europe.</p> <p><b>Summer:</b> <i>Investigating India:</i></p> <p>I know that India is a country in Asia. I know that New Delhi is the capital of India. I know that India is in the Northern Hemisphere.</p>	<p>I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are.</p> <p><b>Summer:</b> <i>Rainforests:</i></p> <p>I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. I can name continents and countries that have areas of rainforest.</p>	<p>I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.</p>	<p><b>Summer:</b> <i>Our Local Area:</i></p> <p>I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.</p>
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<p>Place knowledge</p>		<p><b>Autumn:</b> <i>Life in the city:</i></p> <p>I can identify similarities and differences in the human and physical features of Edinburgh and Tokyo.</p> <p><b>Spring:</b> <i>Let's go to the Arctic:</i></p> <p>I can identify similarities and differences in the human and physical features of London, UK and Sisimiut, Greenland.</p>	<p><b>Autumn:</b> <i>Volcanoes:</i></p> <p>I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area).</p> <p><b>Spring:</b> <i>Our European neighbours:</i></p> <p>I can compare the human and physical geography of London and Paris. I can ask and answer questions to help me compare and contrast London and Paris</p> <p><b>Summer:</b> <i>Investigating India:</i></p> <p>I can identify similarities and differences in the</p>	<p><b>Countries around the world:</b></p> <p>I can compare two different countries and state their similarities and differences.</p>	<p><b>Water World:</b></p> <p>I can compare and contrast water availability and usage in the UK and Kenya.</p> <p><b>Exploring Scandinavia:</b></p> <p>I can use graphs to compare the climates of London, Copenhagen and Umeå. I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.</p>	<p><b>South America:</b></p> <p>I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. I can compare and contrast the human and physical features of Brazil and the UK.</p>
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			human and physical geography of the UK and India.			
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<p>Human and physical geography</p>	<p><b>Autumn:</b> <i>Around the world:</i></p> <p>I can identify and describe some key human and physical features of countries in each of the continents. I can use words such as city, beach, mountain and lake to describe features of a place. I know that some countries are hot countries and some countries are cold countries.</p> <p><b>Spring:</b> <i>Four Seasons:</i></p> <p>I know what seasons are and how they relate to the months of the year. I can describe the features of</p>	<p><b>Autumn:</b> <i>Life in the city:</i></p> <p>I know that a city is larger than a town or village. I know that each country has a capital city. I know that a capital city is where the government runs the country from. I can list some human and physical features you might find in a city.</p> <p><b>Spring:</b> <i>Let's go to the Artic:</i></p> <p>I can use photos to identify geographical features of towns in the Arctic Circle. I can describe what the weather is like in the Arctic. I know that the seasons in the</p>	<p><b>Autumn:</b> <i>Volcanoes:</i></p> <p>I can describe what a volcano is. I know some facts, such as the height and age of some of the world's most famous volcanoes. I can explain why a volcano erupts. I know that ash, gas, lava and rocks are released when a volcano erupts. I can explain how a volcano eruption affects the local people and environment. I know some of the strategies put in place to help people survive when they are near a volcano eruption. I can explain the difference</p>	<p><b>Autumn:</b> <i>Earning a living:</i></p> <p>I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy.</p> <p><b>Spring:</b> <i>Countries around the world:</i></p>	<p><b>Autumn:</b> <i>The Grand Canyon:</i></p> <p>I can know what the Colorado Plateau is and can describe some of its features. I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed. I know that the environment is very different at the top of the Grand Canyon to the bottom. I can describe what a biome is. I can use data to explore the</p>	<p><b>Autumn:</b> <i>Extreme Earth:</i></p> <p>I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. I can explain what a drought is and some of the causes and effects. I can explain why some areas get more rain than others in relation to the water cycle. I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. I can describe the effects of extreme weather</p>
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	<p>each of the seasons using appropriate vocabulary to describe weather patterns. I can compare the four seasons.</p>	<p>Arctic are different to the seasons we have. I know that winter lasts longer in the Arctic than in other parts of the world. I can sort photographs to compare Arctic summer and winter. I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs. I can name some animals that have adapted to live in the Arctic environment. I can describe the human features of cities in the Arctic Circle. I know that Inuits are native people of the Arctic Circle.</p>	<p>between a composite, shield and dome volcano. I can explain the different between a dormant, active and extinct volcano. I know what tectonic plates are. I know that most world's volcanoes are found at the boundaries of tectonic plates. I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people</p>	<p>I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country.</p> <p><b>Summer:</b> <i>Rainforests:</i></p>	<p>differences in biomes at the rim and the canyon of the Grand Canyon. I can describe what a desert scrub biome is and explore some of its features. I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. I can identify the pros and cons of tourism at the Grand Canyon. I know that native American tribes have lived around the Grand Canyon for hundreds of years. I can describe some of the features of the way of life of the traditional Havasupai tribe.</p>	<p>phenomena on the environment and people affected. I can use plate tectonics to describe what earthquakes are and why they happen. I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. I know that tsunamis occur when there are earthquakes on the ocean floor. I can describe what happens when a volcano erupts.</p> <p><b>Spring:</b> <i>South America:</i></p> <p>I can identify and describe the different climate zones of South America. I know that the Andes are the major mountain</p>
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		<p>I can describe some features of the Inuit way of life.</p> <p><b>Summer:</b> <i>Where do I live?:</i></p> <p>I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. I know what a settlement is. I can describe the basic differences between a village, town and city.</p>	<p>choose to live near volcanoes. I can identify some of the animals and plants that live in volcanic areas. I can describe some of the human and physical features of Hawaii, a volcanic area. I can carry out my own research about a particular volcano.</p> <p><b>Spring:</b> <i>Our European neighbours:</i></p> <p>I can identify European countries based on human features, such as language, flag and currency. I can identify the capital cities of Europe. I can compare two European capital cities</p>	<p>I can define what a rainforest is. I can locate areas of rainforest on a world map. I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. I can describe the four layers of the rainforest and name some animals that live in each layer. I know what the water cycle is. I can explain the basic steps of the water cycle using appropriate vocabulary. I can explain why rain falls more often in rainforests than in other parts of the world. I can use line graphs and bar charts to explore the climate of rainforests.</p>	<p>I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. I know that a National Park is an area that is looked after by the American government. I can explain why it is important to look after and protect the Grand Canyon.</p> <p><b>Spring:</b> <i>Water World:</i></p> <p>I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. I know that some of the Earth's bodies of water</p>	<p>range of South America. I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanos. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in</p>
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			<p>according to their human and physical features. I can use independent research to explore the human and physical features of a particular European country.</p> <p><b>Summer:</b> <i>Investigating India:</i></p> <p>I know that India is one of the most populated countries in the world. I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like.</p>	<p>I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. I can compare daily life for people living in rainforest tribes with that of people living in modern society. I know what deforestation is and why it is happening. I can describe the impact deforestation has on local wildlife and the environment. I can describe ways in which steps are being taken to protect rainforests from deforestation.</p>	<p>have salt water and some have fresh water. I can understand and explain the water cycle using appropriate vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation. I can explain why the water cycle is important for our planet. I can draw and label a diagram of the water cycle. I can describe some of the ways in which people need water every day to live. I know that water is pumped into a water treatment plant,</p>	<p>different South American countries. I can use independent research to find out key details of the human and physical geography of a particular South American country</p> <p><b>Summer:</b> <i>Our Local Area:</i></p> <p>I know the difference between high-order and low-order services in a settlement. I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. I can name many of the natural resources that are found in the UK. I can identify UK commodities that are made or produced in my local area.</p>
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			<p>I know what a monsoon is.</p> <p>I can explain how a mountain is formed.</p> <p>I know that there are five different types of mountain formations.</p> <p>I can name and locate some of the major mountain ranges in India, and explore facts about each one.</p> <p>I know that the Ganges River and Narmada River are two of the major rivers in India.</p> <p>I can explain some of the features of the Ganges and Narmada rivers.</p> <p>I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai.</p>		<p>then pumped into houses for the water we use every day.</p> <p>I can describe the six steps in the water treatment process.</p> <p>I know what the term 'water conservation' means and why this is important.</p> <p>I know that Kenya is a water-scarce country.</p> <p>I can explain what hydropower is and how it can be used to contribute to a sustainable future.</p> <p>I can identify the positive and negative aspects of using hydropower.</p> <p>I can carry out my own research into a particular hydroelectric dam around the world.</p>	<p>I can describe land use around my school, explaining how I feel about different areas and what I would change.</p> <p>I can compare local climate data with climate data for other parts of the UK.</p> <p>I know how different winds can affect the climate of different parts of the UK.</p>
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			<p>I can explore and describe some features of Indian culture and how this has influenced the wider world.</p>		<p><b>Summer:</b> <i>Exploring Scandinavia:</i></p> <p>I can use photographs to describe what the landscape of Scandinavia is like.</p> <p>I can suggest what the weather and climate in Scandinavia might be like based on its location in the world.</p> <p>I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates.</p> <p>I can describe the features of the different climate zones in Scandinavia.</p> <p>I can use line graphs and bar charts to explore</p>	
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					<p>the climate of different cities in Scandinavia. I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.</p>	
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<p>Geographical skills and fieldwork</p>	<p><b>Autumn:</b> <i>Around the world:</i></p> <p>I can identify the UK and France on a map of Europe. I know that the lines within a map denote country borders. I can locate the seven continents on a world map.</p> <p><b>Summer:</b> <i>Map makers:</i></p> <p>I know that there are lots of different types of maps and that they can be used for different purposes. I can use simple compass directions and directional language to move around a map. I can use aerial photographs and</p>	<p><b>Autumn:</b> <i>Life in the city:</i></p> <p>I can use aerial photos to identify human and physical features in capital cities. I can locate Edinburgh and Tokyo on a world map. I can identify human and physical features on a map of a city. I can create a key for a map. I can use simple compass directions and directional language to move around a map.</p> <p><b>Spring:</b> <i>Let's go to the Artic:</i></p> <p>I can identify the Arctic Circle on a world map and a globe. I can identify the countries of the</p>	<p><b>Autumn:</b> <i>Volcanoes:</i></p> <p>I can locate volcanoes on a world map. I can use a key to label the world's tectonic plates on a map. I can name countries and continents that sit on different tectonic plates.</p> <p><b>Spring:</b> <i>Our European neighbours:</i></p> <p>I can locate the countries of Europe, including Russia, on a map of Europe. I can locate the capital cities of Europe on a map.</p> <p><b>Summer:</b> <i>Investigating India:</i></p>	<p><b>Autumn:</b> <i>Earning a living:</i></p> <p>I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries.</p> <p><b>Spring:</b> <i>Countries around the world:</i></p> <p>I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries</p>	<p><b>Autumn:</b> <i>The Grand Canyon:</i></p> <p>I can use a map of the USA to identify where Arizona is.</p> <p><b>Spring:</b> <i>Water World:</i></p> <p>I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. I can identify local bodies of water on a map. I can use fieldwork to observe, measure, record and present information</p>	<p><b>Autumn:</b> <i>South America:</i></p> <p>I can locate the countries of South America on a map. I can use political maps and climate maps to identify the climate zones of South America. I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.</p> <p><b>Summer:</b> <i>Our Local Area:</i></p> <p>I can use fieldwork to observe where some of the UK's natural resources can be found. I can use fieldwork to identify different</p>
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	<p>perspectives to recognise landmarks. I can create an aerial view of our classroom. I know that maps use keys to help identify features. I can use a map of our local area to identify features. I can use fieldwork and observational skills to study my school and its surroundings. I can draw a map of my school, including a key. I can use Google maps to explore my school and local area. I can follow a map plan to make a 3D map.</p>	<p>Arctic Circle on a world map. I can mark a map of the Arctic to show where different Arctic animals live.</p> <p><b>Summer:</b> <i>Where do I live?:</i></p> <p>I can locate the United Kingdom on a world map. I can locate the four countries of the UK on a map. I know where the capital cities of the UK are on a map. I can explore my local area, identifying basic human and physical features. I can explore a map of my local area and identify basic features, such as roads and rivers.</p>	<p>I can locate India on a world map. I can use a climate map with a key to identify different climates in India. I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. I can use the street view function on Google maps to explore the human and physical features of cities in India. I can use population density maps to compare the populations of India and the UK.</p>	<p>are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.</p> <p><b>Summer:</b> <i>Rainforests:</i></p> <p>I can use a world map to find out the names of some countries that have rainforests in them. I can sort countries into those that do and those that don't have areas of rainforest.</p>	<p>about a local body of water.</p> <p><b>Summer:</b> <i>Exploring Scandinavia:</i></p> <p>I can locate Scandinavia's countries and major cities on a map. I can use a climate map to identify areas of different climates in Scandinavia.</p>	<p>examples of land use in my local area. I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. I can use fieldwork to gather information about the vegetation and wildlife of a local river. I can use fieldwork to gather weather data about my local area. I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.</p>
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<p>Key words:</p>	<p><b>Autumn:</b> <i>Around the World</i></p> <p>Europe Asia Africa North America South America Antarctica Australasia France China Kenya United States of America Brazil Seasonal Weather World atlas Globe World map</p> <p><b>Spring:</b> <i>Four seasons</i></p> <p>Weather Seasons Spring Summer Autumn Winter January February March April</p>	<p><b>Autumn:</b> <i>Life in the City</i></p> <p>Capital city Human features Physical features Population Edinburgh Japan - Tokyo Aerial View World City Maps Symbols Patterns Town Village</p> <p><b>Spring:</b> <i>Let's go to the Arctic</i></p> <p>Arctic Arctic Circle Sea ice Sweden Norway Alaska North Pole Greenland Finland Glacier Russia Arctic Wolf Inuit Canada</p>	<p><b>Autumn:</b> <i>Volcanoes</i></p> <p>Composite Shield Dome Crater Eruption Ash cloud Crust Mantle Core Magma Pyroclastic flow Mud flow Tectonic plate Fault line Ring of fire Epicentre Active Dormant Extinct Volcano Earthquake Human geography Landslide</p> <p><b>Spring:</b> <i>Our European Neighbours</i></p> <p>The European Union Major city Territory</p>	<p><b>Autumn:</b> <i>Earning a Living</i></p> <p>'Earning a living' Urban/Urbanisation Industries Business Economy Employment Unemployment Finance Emergency services Manufacturing and engineering Agriculture and environment Media and publishing Property and construction Retail Healthcare Commercial centre Petroleum industry Jobs Climate Resources Trade Transport Education</p> <p><b>Spring:</b> <i>Countries Around the World</i></p>	<p><b>Autumn:</b> <i>The Grand Canyon</i></p> <p>The Grand Canyon Colorado Plateau Colorado River Desert scrub biome Riparian biome Erosion Altitude Elevation Gorge Arizona River corridor American Indians Native American Hualapai Havasupai Navajo Hopi Northern hemisphere Precipitation Climate Tectonic plates</p> <p><b>Spring:</b> <i>Water World</i></p> <p>Sea Level Flood plain</p>	<p><b>Autumn:</b> <i>Extreme Earth</i></p> <p>Tropical storms Hurricane Tsunami Weather Climate Water cycle Floods Volcano Mountain Tectonic plates</p> <p><b>Spring:</b> <i>South America</i></p> <p>Equator Border Indigenous Imports and Exports Tropic of Capricorn Tropic of Cancer Trade South America Countries Continents Climate Towns Settlements Physical features Deforestation Tectonic plates</p> <p><b>Summer:</b> <i>Our Local Area</i></p>
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<p>May June July August September October November December Blossom Blooming</p> <p><b>Summer:</b> <i>Map makers</i></p> <p>Compass Rose Cartographer Satellite Navigation Human Feature Natural Feature Aerial View Plan View Plan Perspective Map Key Symbol</p>	<p>Blizzard Walrus Ice Water Snowman Mountain Snow Iceberg Polar Bear</p> <p><b>Summer:</b> <i>Where do I live?</i></p> <p>National flag National identity Human features Physical features Settlements Rural Urban World City Maps Symbols Patterns Town Village England - London Scotland - Edinburgh Wales - Cardiff Northern Ireland – Belfast Continent North America</p>	<p>Human features Physical features Europe United Kingdom Country Continent World map Capital city</p> <p><b>Summer:</b> <i>Investigating India</i></p> <p>Regions Mountain Range Arid Humid Tropical Geographical features Sari Dohti/lungi Ganges Everest Mumbai Taj Mahal Himalayas Hinduism Population Climate Culture Continent Capital City Physical features Human features</p>	<p>Rural Urban Temperature Elevation Environment Vegetation Continents Europe Asia Africa Oceania North America South America Antarctica Climate</p> <p><b>Summer:</b> <i>Rainforests</i></p> <p>Tropic of Capricorn Topic of Cancer Equator Vegetation Emergent Canopy Understory Forest floor Settlements Indigenous Tribespeople Sustainable Habitat Under threat Deforestation Logging</p>	<p>Delta Condensation Evaporation Precipitation Transpiration Vapour Water cycle Water run-off Source Irrigation Ground water Clouds Collection Liquid Ocean Climate Weather</p> <p><b>Summer:</b> <i>Exploring Scandinavia</i></p> <p>Scandinavia Nordic Norway Sweden Denmark Climate zone Climate change Polar regions Northern lights National identity Polar ice caps Sustainability Trade route Glaciers</p>	<p>Economic activity Imports Exports Suburb Settlement pattern Climate zones Grid references Upland areas Land use Housing types Market Service industry Shopping centres Site Situation Human geography Physical geography Commercial Industrial Residential Rural Urban/Urbanisation</p>
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**Lyne and Longcross Primary School**

**Faith, Courage and Respect**

*'Teach me knowledge and good judgement, for I trust your commands' Psalm 119:66*