



Leverstock Green CE (VC) Primary School
Striving for excellence; caring for the individual.

Subject	Geography					
Subject Leader	Mr Ryan					
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Sensational Me</p> <p>Understanding The World</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> Twinkly Lights and Gloomy Nights <p>Locational knowledge</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p><u>Nursery Rhyme and Fairy Tales</u></p> <p><u>Geographical skills and fieldwork</u></p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Find out about their environment and talk about features they like and dislike.</p> <p><u>Locational Knowledge</u></p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p><u>Geography Knowledge</u></p> <p>Know that differences should be celebrated.</p> <p>Know key features that make up different places e.g. shops, religious buildings, schools, roads, trees</p>	<ul style="list-style-type: none"> <u>Large, small and something tall</u> <p><u>Skills</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world <p>Place knowledge</p> <ul style="list-style-type: none"> Talk about some of the things they have observed in different places <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. <p>Skills and Fieldwork</p> <ul style="list-style-type: none"> Use diverse range of props, photos, books to notice & talk about similarities & differences <p><u>Knowledge</u></p> <p>Human and Physical Geography</p> <p>Know the importance of recycling & the effects of rubbish on wildlife & the environment</p> <p>Locational knowledge</p> <p>Know that differences should be celebrated</p>	<p><u>Toys and treasures</u></p> <p>Geographical Skills</p> <p>Find out about their environment and talk about features they like and dislike.</p> <p>Follow simple directions.</p>	<p><u>Holidays and moving on</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Know that there are different countries in the world & talk about the differences they have experienced or seen in photos <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences <p>Place Knowledge</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Geographical Skills and Fieldwork</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Know & describe the differences between a range of places such as the woods, school, park, town Know key features that make up different places e.g. shops, religious buildings, schools, roads, trees <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Know what a map is used for e.g. treasure map, tube map Know how to draw a simple map



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Reception	<p style="text-align: center;">Looking At Me</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. 	<ul style="list-style-type: none"> • <u>Twinkly Lights and Gloomy Nights</u> <p>Understanding The World</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - • 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>Location Knowledge</p> <p>Know that differences should be celebrated</p> <p>Place Knowledge</p> <p>Know key features that make up different places e.g. shops, religious buildings, schools, roads, trees</p> <p>Geography Skills</p> <p>Know that there are different countries in the world & talk about the differences they have experienced or seen in photos</p>	<p><u>Animals, Beasts and Dragons</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. <ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. <p><u>Geography Knowledge</u></p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Know the importance of recycling & the effects of rubbish on wildlife & the environment 	<p><u>Zig zag, stripes and spotty dots</u></p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world <p><u>Knowledge</u></p> <p>Skills and fieldwork</p> <p>Know what things are man-made & natural in local environment</p>	<p><u>Up In The Air, Down On The Ground</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos <p>Place knowledge</p> <ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Geographical skills and fieldwork</p> <p>Use diverse range of props, photos, books to notice & talk about similarities & differences</p> <p><u>Geography Knowledge</u></p> <ul style="list-style-type: none"> • Know that differences should be celebrated <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Know what a map is used for e.g. treasure map, tube map 	<p><u>I’ll Huff and I’ll puff and I’ll blow your house down.</u></p> <p>Place knowledge</p> <p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Find out about their environment and talk about features they like and dislike. <p><u>Geographical Knowledge</u></p> <p>Location knowledge</p> <ul style="list-style-type: none"> • Know the name of key features in the local area e.g. shop, park • Know what country they & family are from • Know that differences should be celebrated
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Year 1	Autumn 1	Spring 2	Summer 2
	<p style="text-align: center;"><u>Our School and Local Area</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the four countries of the UK Name the four capital cities of the UK <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Use vocabulary relating to human and physical features e.g. soil, woods, town, village, factory, farm, house, office, shop <p style="text-align: center;">Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Ask and respond to simple, closed questions Investigate their surroundings Make observations about where things are e.g. within school or local area <p>Direction/ Location</p> <ul style="list-style-type: none"> Follow directions (up/down, left/right, forwards/backwards) <p>Map work</p> <ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that a map is about a place Draw picture maps of imaginary places Use own symbols on imaginary map <p>Scale/Distance</p> <ul style="list-style-type: none"> Use relative vocabulary (bigger/smaller) <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> trip to shops/church tally chart of human features map of school grounds from aerial photograph Draw a map of your ideal playground/park 	<p style="text-align: center;"><u>Seasons and weather</u> Knowledge</p> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Name the 4 seasons in order Identify seasonal weather patterns Use vocabulary relating to seasons and weather <p style="text-align: center;">Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Ask and respond to simple, closed questions Gain information from print and pictures Investigate their surroundings Make simple observations about why things happen <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Measuring and recording temp over time Charting the weather using rain gauge role play a weather forecast weather vane <p>wind socks?</p>	<p style="text-align: center;"><u>Welcome to Peru!</u> Knowledge</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Identify similarities and differences in human geography between an area in the UK (local area) and non- European country they have studied (Peru) Identify similarities and differences in physical geography between an area in the UK (local area) and a non-European country they have studied (Peru) <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Identify seasonal weather patterns (Peru) Recognise that hotter countries are close to the equator and colder countries are closer to the North and South poles Use vocabulary relating to human and physical features <p style="text-align: center;">Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Ask and respond to simple, closed questions Gain information from print and pictures Make simple comparisons between features of different places <p>Map work</p> <ul style="list-style-type: none"> Use an infant map/ globe to locate places <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Write a letter to Melany – human and physical features Peru on google earth Weather in Peru – are the seasons different? Comparing Peru to England



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Year 2	Autumn 2	Spring 2	Summer 2
	<p style="text-align: center;"><u>All Around the World</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the seven continents of the world Name and locate the five oceans of the world <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Locate the equator, North and South poles Locate hot and cold areas of the world and name some countries with increasing confidence Use a wide range of vocabulary relating to physical and human features <p style="text-align: center;">Skills</p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> Ask simple, geographical questions; where is it? What's it like? Use non-fiction books, stories, maps, pictures, photos and internet as sources of information Make simple comparisons between features of different places <p>Map work</p> <ul style="list-style-type: none"> Use an infant atlas/ globe to locate places <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Plot the continents and oceans on a blank map Locate the equator and poles on a blank map and use colour to show hot and cold Note key physical features and human features of the continents and compare Use google earth to explore different places Locate countries in an atlas – smaller and larger scale maps Mini project on a chosen country (home learning) Look at stories/tradition tales from around the world 	<p style="text-align: center;"><u>We Are Britain</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify key characteristics of the four countries of the UK Name the four capital cities of the UK and its surrounding areas <p>Physical and human geography</p> <ul style="list-style-type: none"> Use a wide range of geographical vocabulary to refer to human and physical features <p style="text-align: center;">Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Children encourages to ask simple geographical questions such as; where is it? What's it like? Use non-fiction books, stories, maps, pictures, photos and internet as sources of information Investigate their surroundings Make appropriate observations about why things happen <p>Direction/Location</p> <ul style="list-style-type: none"> Follow directions as year 1 and including north, south, east and west <p>Map Work</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place e.g. add detail to a sketch map from an aerial photograph Begin to understand the need for a key Use class agreed symbols to make a simple key Follow a route on a map Use a plan view Use an infant atlas/ globe to locate places <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Place the 4 nations on a blank map of the uk, including the 4 capital cities Draw a map of UK from memory in a group game Discover different traditions from the 4 nations e.g. St Georges day pageant, highland games Look at mountains and valleys in the uk and how they came to be Plot a route on a map of the UK and visit 5 places/landmarks 	<p style="text-align: center;"><u>Let's Go on Safari</u> Knowledge</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Discuss in detail similarities and differences in human geography between the uk and a non-European country they have studied (Kenya) Discuss in detail similarities and differences in physical geography between the uk and a non-European country they have studied (Kenya) <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Locate hot and cold areas of the world (parts of Europe and Africa) and name some countries with increasing confidence (some African and European countries) Use a wide range of vocabulary to refer to human and physical features <p style="text-align: center;">Skills</p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use Non-Fiction books, stories, maps, pictures/photos and internet as sources of information Make simple comparisons between features of different places <p>Map Work</p> <ul style="list-style-type: none"> Draw a map of a real or imaginary place e.g. add detail to a sketch map from an aerial photograph Follow a route on a map Use an infant atlas/globe to locate places <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Locate Kenya on a map and explain where it is in relation to the UK Draw a map of Kenya free hand Similarities and differences between UK and Kenya e.g, wildlife Understand some aspects of Kenyan life Draw a map of a national park and identify key features Endangered species (home learning?) Importance of tourism



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Year 3	Autumn 1	Spring 1	Summer 2
	<p style="text-align: center;"><u>The Mighty Amazon Rainforest</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate some countries of the world on a map with a focus on South America Identify some of their key physical and human characteristics <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe a range of key aspects of physical geography found in the Amazon Rainforest e.g. vegetation belts, rivers, climate zones, biomes Describe a range of key aspects of human geography found in the Amazon e.g. types of settlements and land use, use of natural resources <p>Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information. Make comparisons between two locations <p>Direction/Location</p> <ul style="list-style-type: none"> Use 4 compass points to give directions <p>Map Work</p> <ul style="list-style-type: none"> Locate places on larger scale map <p>Scale/distance</p> <ul style="list-style-type: none"> Begin to match boundaries (e.g. find same boundary of a country on different scale maps) <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Locate South America on a map Draw a map of South America and its countries Locate the Amazon rainforest Tribal life Label the layers of the rainforest Impact of deforestation and different land uses e.g. farming, palm oil. Reasons for and against deforestation e.g. a local farmer and a large company 	<p style="text-align: center;"><u>World Rivers</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate counties and cities of the UK Identify their human and physical characteristics <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe a range of key aspects of physical geography including: rivers, coasts and the water cycle Describe a range of key aspects of human geography including: types of settlements and land use <p>Skills</p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information. Begin to collect and record evidence <p>Direction/ Location</p> <ul style="list-style-type: none"> Use 4 compass points to follow directions Use letter/ no. coordinates to locate features on a map <p>Map Work</p> <ul style="list-style-type: none"> Try to make a simple, scale drawing Use standard symbols Follow a route on a map with some accuracy <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Diagram of the water cycle Locate rivers on a map Locate and describe counties and cities of the UK Simple scale drawing of a region in the UK including symbols and key features Using coordinates to answer questions Features of rivers Why did people settle near rivers? Visit the river Gade – follow a simple route 	<p style="text-align: center;"><u>Comparing Italy with Britain</u> Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate countries of the world on a map with a focus on Europe <p>Place Knowledge</p> <ul style="list-style-type: none"> Identify geographical similarities and differences of a region of the UK and a region in a European country – Italy <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe a range of key aspects of physical geography including: volcanoes <p>Skills</p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use Non-Fiction books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Make comparisons between two locations <p>Map Work</p> <ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe <p>Scale/Distance</p> <ul style="list-style-type: none"> Begin to match boundaries e.g. find same boundary of a country on a different scale <p style="text-align: center;">Examples of Learning</p> <ul style="list-style-type: none"> Draw an outline/map of Italy from memory Compare Venice to London Map countries on map of Europe Look at Mt. Vesuvius Create poster of Italian landmark Map out Italian landmarks Tourism in Italy



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Year 4	Autumn 2	Spring 2	Summer 1
	<p><u>Mountains, Volcanoes and Earthquakes</u></p> <p>Knowledge</p> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand mountains, volcanoes and Earthquakes <p>Skills</p> <p>Geographical enquiry</p> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Collect and record evidence with some aid <p>Direction and Location</p> <ul style="list-style-type: none"> Use letter/no. co-ordinates to locate features on a map confidently <p>Map Work</p> <ul style="list-style-type: none"> Make a simple, scale drawing Know why a key is needed Begin to recognise symbols on an OS map <p>Examples of Learning</p> <ul style="list-style-type: none"> Understand relationships between volcanoes, mountains and earthquakes Know how they happen Look at examples around the world in satellites images and aerial photographs Reasons for and against living by a volcano Richter scale Symbols for mountains on OS maps Create own map with scale and symbols and write and answer co-ordinate questions e.g. the mountain is at (__,__) 	<p><u>Iceland</u></p> <p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate countries of the world on a map with increasing accuracy with a focus on Europe and Iceland Identify their key physical and human characteristics and major cities <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region within a European country <p>Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Investigate places and themes at more than one scale Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <p>Direction/Location</p> <ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points <p>Map Work</p> <ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. Locate places on large scale maps 	<p><u>India</u></p> <p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Confidently locate countries of the world on a map (with a focus on Europe, North America and South America) Identify and discuss their environmental regions, key physical and human characteristics and major cities. Confidently identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich meridian and time zones (including day and night) <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand a wide range of key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle Describe and understand a wide range of 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. <p>Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Investigate places with more emphasis on the larger scale; contrasting and distant places. <p>Using Maps</p> <ul style="list-style-type: none"> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)



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Year 5	Autumn 1	Spring 1	Summer 1
	<p><u>North America</u></p> <p style="text-align: center;">Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate countries of the world on a map with increasing accuracy with a focus on North America and the Caribbean islands Identify their key physical and human characteristics and major cities <p>Place Knowledge</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 UK and a region within North America <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand a range of key aspects of physical geography including: climate zones, biomes <p style="text-align: center;">Skills</p> <p style="text-align: center;"><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p style="text-align: center;"><u>Using Maps</u></p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p style="text-align: center;"><u>Direction/ Location</u></p> <p>Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.</p>	<p><u>UK Counties</u></p> <p>Hertfordshire and Cumbria. They will look at the human and physical geography of both areas before making comparisons between the two.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> Confidently locate counties and cities of the UK Identify and discuss their geographical regions, human and physical characteristics, key topographical features and land use patterns. Describe and understand a wide range of 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. <p style="text-align: center;">Skills</p> <p style="text-align: center;"><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided <p style="text-align: center;"><u>Representation</u></p> <ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. <p style="text-align: center;"><u>Using Maps</u></p> <ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) 	<p><u>Biomes and Climate Zones</u></p> <p>It will be a general study of climate zones, so will encompass the whole globe. The main outcome will be that children can discuss each zone and discuss how they influence and affect the wildlife and people who live there.</p> <p style="text-align: center;">Knowledge</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Identify and discuss their environmental regions, key physical and human characteristics and major cities. Confidently identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich meridian and time zones (including day and night). <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand a wide range of key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <p style="text-align: center;">Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations.



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Year 6	Autumn 2	Spring 1	Summer 2
	<p>Extinction and change around the world.</p> <p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Identify and discuss their environmental regions, key physical and human characteristics and major cities Identify and discuss their geographical regions, human and physical characteristics, key topographical features and land use patterns <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand a wide range of key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle <p>Describe and understand a wide range of 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</p> <p>Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Using Maps</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>	<p>Trade and Economics</p> <p>A focus on how different countries around the world make money and keep their economies thriving. It will finish with a study of The UK and we'll make a comparison with Greece.</p> <p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Confidently locate countries of the world on a map (with a focus on Europe, North America and South America) Identify and discuss their environmental regions, key physical and human characteristics and major cities Confidently locate counties and cities of the UK Identify and discuss their geographical regions, human and physical characteristics, key topographical features and land use patterns <p>Physical and Human Geography</p> <p>Describe and understand a wide range of 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</p> <p>Skills</p> <ul style="list-style-type: none"> Collect and record evidence unaided Begin to suggest questions for investigating <p>Drawing Maps</p> <ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. <p>Using Maps</p> <ul style="list-style-type: none"> Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 	<p>The Land Down Under</p> <p>A focus on the country of Australia. It will draw upon previous knowledge and will allow children to explore how the climate and landscape their affects the people and animals that live there.</p> <p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Confidently locate countries of the world on a map (with a focus on Europe, North America and South America) Identify and discuss their environmental regions, key physical and human characteristics and major cities <p>Confidently identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich meridian and time zones (including day and night)</p> <p>Physical and Human Geography</p> <ul style="list-style-type: none"> Describe and understand a wide range of key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle <p>Describe and understand a wide range of 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</p> <p>Skills</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided <p>Direction/ Location</p> <ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. <p>Using Maps</p> <ul style="list-style-type: none"> Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) <p>Scale/Distance</p> <ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.