

Geography Curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Overview of Geography Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Study – Little Lever & Bolton				Hot & Cold Places	
Year 2			Kenya – A Comparison Study with the UK		Seaside – North West of England	
Year 3		Maps			Natural Disasters	
Year 4		Rivers			Manchester	
Year 5				Rainforests	North America	
Year 6				Brazil	United Kingdom – National Parks	

EYFS - Understanding of the World

3 & 4 Year Olds

- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world
- Use all their senses in hands-on exploration of natural materials.
- Children should talk about the differences in countries through their experiences or what they have seen in photos.

Reception

- Begin to understand maps and what they show.
- Begin to recognise some similarities and differences between life in this country and other countries.
- Recognise some environments that are different to the one in which they live.
- Know the names of everyday places that are important to them, e.g. school, home, local shops.
- Draw information from a simple map.
- Explore the immediate world around them

Early Learning Goals

- Know some similarities and differences between life in this country and life in other countries.
- Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been learnt in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

Term:	Y1 – Autumn	Key Text(s):	Local Fact files & Brochures
Unit Title:	<p>Local Area Study – Bolton</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand what a settlement is and how types of settlement differ. 2. Understand that they live in Bolton, which is a town in England. 3. Know what human and physical features are. 4. Identify the human and physical features in their local area. <p>This unit will build upon the locational knowledge and understanding of basic human and physical features studied in Reception. This unit is the first step in children understanding the environment around them. It is a precursor to the Year 2 Kenya topic where children will study human and physical features in another country. Ultimately, this unit is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment.</p> <p>End of Unit Outcome: Discussion about the location of Bolton and the human and physical features of Bolton.</p>		

Key Concepts for the Unit:

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.



Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features,</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Use a map to identify the 4 countries of the UK • Know the capital cities of the UK and their characteristics and locate them on a map • Know and locate the UK's surrounding seas 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Tell someone their address and Postcode. • Know the difference between: city, town, village, harbour. 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Understand what a map is • Locate the school on an aerial image • Observe and record information about the local area. 	<p>Walk around School Perimeter</p> <p>Gathering Information</p> <ul style="list-style-type: none"> • Understand that we use fieldwork to view an area ourselves.

<p><i>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Know every street in our country has a name and a postcode. • Know a village is smaller than a town and is usually associated with the countryside. • Know there are many signs on the roads to help drivers use the Highway Code. • Know what a supermarket, post office and church are. 	<ul style="list-style-type: none"> • Use basic geographical vocab to refer to human features including: 'city', 'town', 'village', 'factory', 'farm', 'house', 'shop'. • Identify key physical features such as: 'beach', 'coast', 'forest', 'mountain', 'sea', 'river' 	<ul style="list-style-type: none"> • Say and explain what they like about their locality. 	<ul style="list-style-type: none"> • Understand how to remain safe, whilst participating in fieldwork. • Identify human and physical features in our local area. <p><u>Mapwork</u></p> <ul style="list-style-type: none"> • Follow a simple map around the perimeter of the school • Understand that maps give us information about places and their locations. • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. <p><u>Recording</u></p> <ul style="list-style-type: none"> • Children to take pictures of interesting things as they walk around school – compare different houses. • Capture sounds on a recorder – is it noisy/quiet? Can you hear wildlife?
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Term:	Y1 – Summer 2	Key Text(s):	 
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Unit Title:	<p>Hot & Cold Places</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the environment in hot and cold places 2. Understand that the closer a location is to the equator, the hotter it is 3. Understand that the closer a location is to the poles, the cooler it is. <p>This unit is the start of children’s understanding of climate. This unit is the first step in children understanding compass points and locating locations on a world map or globe. It is a precursor to the Y2 unit on the seaside where children will study a geographical skills including aerial photographs. Ultimately, this unit is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the climate around them and the environment they live in.</p> <p>End of Unit Outcome: Discussion about why it is difficult for humans to survive in the polar regions.</p>
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Key Concepts for the Unit:

Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.

Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.

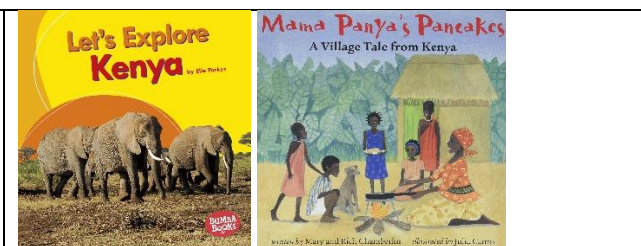
Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location’s proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.



NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in</i>	Use Geographical knowledge to: <ul style="list-style-type: none"> • Know where the Equator, North Pole and South Pole are on a globe. 	Use Human & Physical Geography to: <ul style="list-style-type: none"> • Know which animals live close to the Equator, North Pole 	Use Geographical skills to: <ul style="list-style-type: none"> • Think and ask a few relevant questions linked to the topic using resources, such as 	<p style="text-align: center;">Weather Chart</p> <p>Gathering Information</p>

<p><i>relation to the Equator and the North and South Poles.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Know and locate simple compass directions (North, South, West, East) • To identify the Ocean surrounding the North and South Pole. • Know the Equator is an invisible line and it is very hot near it. • Know not all deserts are covered by sand. • Know there is a North and South Pole. • Know the largest hot desert in the world is the Sahara and the largest coldest desert is the North and Sole Pole. • Know most deserts are usually very hot during the day and very cold at night. 	<p>and South Pole and how they keep warm.</p> <ul style="list-style-type: none"> • Explain what they might wear if they lived in a very hot or cold place. • Explain how the weather changes with each season. • Explain the features of a hot and cold place. • Know what a hot or cold colour is. 	<p>books, the internet and atlases.</p> <ul style="list-style-type: none"> • Begin to identify and know simple compass points. • Draw and label pictures to show how places are different. 	<ul style="list-style-type: none"> • Use observation to identify weather types over a period of a week • Keep a weather chart. <p><u>Mapwork</u></p> <ul style="list-style-type: none"> • Use photographs to identify hot and cold places. • Understand that maps give us information about places and their locations. • Understand that location means where something is. • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Know that a key is needed on a map to explain the symbols. • Know that maps often have compasses <p><u>Recording</u></p> <ul style="list-style-type: none"> • Present weather information in a pictogram
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Term:	Y2 - Spring	Key Text(s):	
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Unit Title:	<p>Kenya – comparison with England</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Deepen their understanding of continents, by learning about a specific area in Africa - including a key city: Nairobi 2. Understand the differences between the UK and Kenya – including animals, fruit & vegetables to schools, climate and jobs. 3. Apply their knowledge of human and physical features of an area of the UK and compare them to an area of Kenya. <p>This unit gives pupils an opportunity to review much of the knowledge they have learnt in Years 1. Pupils will build on their knowledge of oceans and continents and deepen their understanding by focussing on a specific area outside of Europe. Pupils will review human and physical features and use their knowledge to compare two locations. In this unit, pupils will gain knowledge vital to their learning in KS2.</p> <p>End of Unit Outcome: Answer ‘How is life in the UK and Kenya similar and different?’</p>
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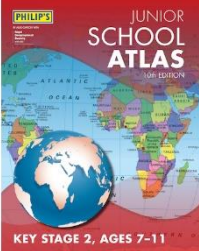
<p>Key Concepts for the Unit:</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location’s proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p>
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NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<p><i>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.</i></p> <p><i>Name and locate the world's seven continents and five oceans.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Find where they live on a map of the UK. • Name and locate the world's oceans and find them in an Atlas. • Name animals living in the wild in the UK • Name animals living in the wild outside the UK • Know Kenya is situated in Eastern Africa. • Know the capital of Kenya is Nairobi. • Know tea and coffee are important plants grown in Kenya. • Know Kenya is a developing country and more than half of its population live in poverty. • Know the two main languages spoken in Kenya are: English and Swahili. 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Describe some human features of their own locality, such as jobs people do and explain how the jobs people do may be different in different parts of the world – Kenya. • Explore and describe what schools are like in Kenya. • Talk about how people try to make the area better or spoil it. • Know that different fruit and vegetables depend on a country's climate. • Describe the climate of Kenya and compare it to the UK. • 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Find out about a locality by using different sources of evidence. • Find out about a locality by asking some relevant questions to someone else. • Use a map, photographs, film or plan to compare England to Kenya. • Using maps and aerial photographs to compare land use over both countries (sizes, land use – e.g space between town, wildlife areas) • Compare weather, including temperatures, over a week between England and Kenya. • Present weather information in a table. 	<p>Mapwork</p> <ul style="list-style-type: none"> • Understand the differences the maps show of Africa and the England. • Compare the differences between: Roads, Settlements and Green Space. • Understand that a map shows you what an area looks like from an aerial view. (Sometimes known as a bird's eye view) • Understand that aerial means 'from above' and when we look at something from above, we call this an 'aerial view'.

Term:	Y2 - Summer	Key Text(s):	
Unit Title:	<p>Seaside</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Apply their knowledge of human and physical features to a wider area of the UK. 2. Know the countries in the UK, their capital cities and their flags. 3. Know the seas and oceans surrounding the UK. <p>This unit builds upon the knowledge of Bolton from Year 1 and progresses to look at other countries in the UK and their capital cities. It gives the opportunity for pupils to see human and physical features in a different context and revise them from previous Year 1 units. This unit is the foundation for children’s learning in Year 4, where they study rivers and Manchester.</p> <p>End of Unit Outcome: Identify the countries, capital cities and surrounding seas and oceans of the UK on a map.</p>		
<p>Key Concepts for the Unit:</p> <p>Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</p>			

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><i>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.</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Know the countries in the UK, their capital cities and their flags. • Know the seas and oceans surrounding the UK. • Locate Southport on a map in relation to Bolton. • Know most British seaside resorts are famous for their fish and chips, which were served in newspapers until the 1980s. • Know coasts have many different features, such as caves, cliffs, mudflats and beaches. • Know that a seaside resort is a town or place where people go on holiday by the sea. • Know a lighthouse uses a beacon of light to warn or guides ships at sea. • Know an island is a piece of land completely surrounded by sea. 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Describe the physical features of Southport Coast e.g beach, sea • Describe the physical features of Bolton e.g surrounded by land, hills • Describe the human features of Bolton and Southport e.g shops, towns • Describe some human features of their own locality, such as jobs people do. • Talk about how people try to make the area better or spoil it. • List reasons why people love to be beside the seaside – linked to human & physical features 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Use aerial photographs to identify beach, sea, pier, promenade, roads • Use photographs to identify to identify different physical and human. • Study pictures of the localities in the past and present – ‘How has it changed?’ 	<p style="text-align: center;">Trip to Southport</p> <p>Gathering Information</p> <ul style="list-style-type: none"> • Conduct interviews to collect information about why people like to live or work in Southport. <p>Mapwork</p> <ul style="list-style-type: none"> • Plan and follow route from two points e.g car park to pier • Use world maps, atlases and globes to identify the United Kingdom • Use world maps, atlases and globes to identify the countries in the United Kingdom • Use world maps, atlases and globes to identify popular seaside destinations outside of the UK. <p>Recording</p> <ul style="list-style-type: none"> • Take photographs of key features (beach, sea, pier) and match these to the correct position on a map.

Term:	Y3 - Autumn	Key Text(s):	
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Unit Title:	<p>Unit Title: Maps</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand the purpose of a map. 2. Understand different types of maps and how to read them. 3. Apply this knowledge to read maps confidently. <p>This unit builds on the basic introduction to reading maps, pupils have in Year 1. This unit is instrumental in giving pupils the skills they will require to access the geography curriculum across KS2. Pupils will be expected to read maps and atlases more independently as they progress and this unit will give them the knowledge to do that.</p> <p>End of Unit Outcome: Identify a location and gather information about it using a map of the UK.</p>
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<p>Key Concepts for the Unit:</p> <p>Terrain: Understand that the terrain is an area of land or a type of land when you are considering its physical features. Understand that a terrain is made up of landforms.</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p>
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NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<p><i>Use the eight points of a compass</i></p> <p><i>Use 4- and 6-figure grid References</i></p> <p><i>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the</i></p>	<p>Use Geographical knowledge to:</p> <p><i>Compass Points:</i></p> <ul style="list-style-type: none"> • Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West. • Understand that on a compass the needle always points north, so when that is lined up 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Know that a key is needed on a map to explain the symbols 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Read maps including compass points, grid references, scales, keys and symbols. • Use atlases – a collection of maps. • Ask and answer questions about maps • Study digital mapping t 	<p>Mapwork</p> <ul style="list-style-type: none"> • Understand that from space, the Earth looks like a sphere, or ball, containing land and water. • Know that a globe is a model of the Earth and shows what it looks like from space.

wider world

Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

with the map it is easy to see in which direction things are.

Grid References:

- Understand that a grid reference tells you where something is on a map.
- Know that there are two parts to a grid reference:
- The 1st letter or number tells you how far across the map something is.
- The 2nd letter or number tells you how far up the map something is.

Keys and Symbols


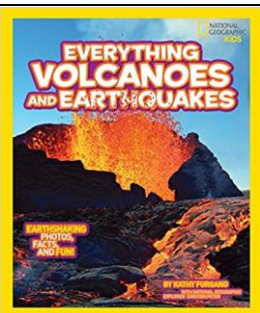
- Know the following OS Map symbols - road, footpath, railway station, castle, parking, place of worship, School, post office, toilet, trees.
- Know the following new OS symbols - motorway, campsite, viewpoint, picnic site, sports centre, museum, nature reserve.

Using Atlases

- Understand that an atlas is a collection of maps.
- Know that within an atlas, there are different types of Maps depending on what you need.
- Understand that the best way to find a location within an Atlas is to look at the index.

- Understand that maps can show the whole world, a single country or even a single town or village
- Know that maps can show the countryside, a town, a country or even the whole world.
- Understand that maps are used to help plan routes from one place to another, or to find certain features such as castles or hills.
- Know that different types of maps are used for different things depending on whether you are walking, driving or even flying somewhere.

- Understand that globes show how the land is divided into different countries - around 200 of them.
- Know that the countries on our planet are located in seven different continents.
- Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Oceania (Australia) and Antarctica.

Term:	Y3 - Summer	Key Text(s):		
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Unit Title:	<p>Natural Disasters</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know the structure of the earth and how this contributes to natural disasters such as: volcanoes, earthquakes and tsunamis. 2. Understand how volcanoes, earthquakes and tsunamis occur and the impact they have. 3. Know an overview of other natural disasters. <p>In this unit pupils will introduced to the structure of the earth and tectonic plate movements. They will study the causes of volcanoes, and the positive and negative impacts that volcanoes have on the environment. This will be vital in preparation for Year 5 where pupils will study America, which lies on a tectonic plate. In this unit, pupils will also study how earthquakes and tsunamis are formed.</p> <p>End of Unit Outcome: Write a report about natural disasters.</p>
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Key Concepts for the Unit:

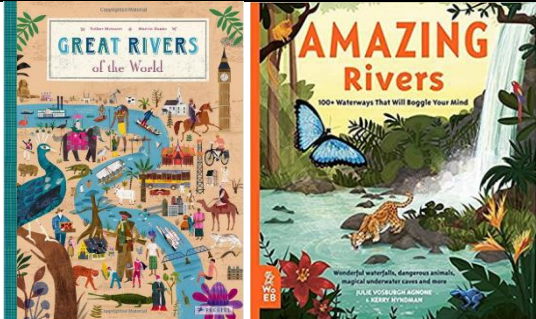
Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

Volcanoes: Understand that a volcano is an opening in the earth’s crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Understand that volcanic eruptions can have both positive and negative implications. Understand that volcanic eruptions can impact on the physical geography of an environment.

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<i>Physical geography, including volcanoes and earthquakes</i>	Use Geographical knowledge to:	Use Human & Physical Geography to:	Use Geographical skills to:	Mapwork

<p><i>Human geography, including the distribution of natural resources including energy, food, minerals and water</i></p> <p><i>Human geography, including types of settlement and land use</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</i></p> <p><i>Know countries and major cities in Europe</i></p> <p><i>Know key physical and human characteristics of locations in Europe</i></p>	<ul style="list-style-type: none"> • Understand that the earth is made of different layers • Know that the crust is made up of different pieces, called tectonic plates. • Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move. • Know that the edges of plates, where two plates meet, are called fault lines or faults. • Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes. • Understand that faults can rub together, push toward each other, or pull away from each other. • Know the different types of volcanoes – active, dormant & extinct. 	<ul style="list-style-type: none"> • Describe the impact a volcano has on people's lives. • Know and describe what causes a volcano to erupt. • Know and describe what causes an earthquake to occur. • Know what an aftershock is. • Know and describe what causes a tsunami. • Know why people live near Volcanos when they are so dangerous – physical vs human comparison/positive and negative effects of a Volcano • Know each stage of the process of volcanic eruption. • Label a diagram of a volcano. 	<ul style="list-style-type: none"> • Look at maps, pictures and other sources to identify similarities and differences between Bolton and Naples • Ask and answer questions about the effects of volcanoes. • Study digital mapping to identify volcanic areas 	<ul style="list-style-type: none"> • Name and locate the equator and the North and south hemisphere • Use maps/ atlases/ globes to know and locate where some of the most well-known volcanic regions of the world are – ring of fire, Eurasian plate • Use maps to locate countries in Europe. • Locate and conduct a small scale study on Mount Etna.
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Term:	Year 4 - Autumn	Key Text(s):	
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Unit Title:	<p>Rivers</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Review knowledge of coasts and oceans from KS1. 2. Know the correct vocabulary to describe a river. 3. Know and be able to locate the longest rivers in the UK and the World. <p>This unit reviews knowledge learnt in KS1 about coasts and oceans, giving pupils time to consolidate this knowledge. This unit introduces vocabulary specific to rivers which will be fundamental when pupils study rainforests in detail in Year 5. Pupils will learn about the longest rivers in the UK and in the World, along with giving them a wider perspective of continents in the world.</p> <p>End of Unit Outcome: Label rivers, oceans and continents on world map.</p>
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Key Concepts for the Unit:

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

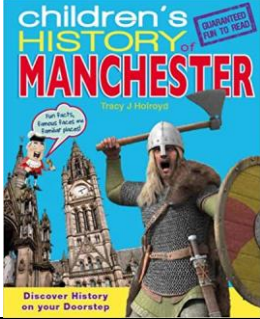
Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.

Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.

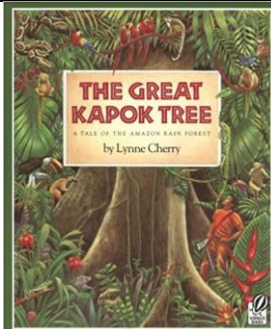
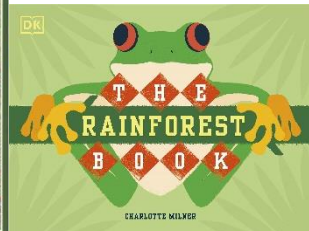
Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<i>Physical geography, including Rivers</i>	Use Geographical knowledge to:	Use Human & Physical Geography to:	Use Geographical skills to:	River Irwell Study (Ramsbottom)

<p><i>Physical geography, including the water cycle</i></p> <p><i>Know key topographical features (including hills, mountains, coasts and rivers) within the UK</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use 4- and 6-figure grid References</i></p>	<ul style="list-style-type: none"> • Identify and know the names and location of many famous rivers in the UK and the world. • Identify the five oceans • Draw and label a diagram of a river. • Know the longest rivers in the UK: Severn, Thames, Trent • Know the longest rivers in the world: Nile, Amazon, Yangtze, Mississippi 	<ul style="list-style-type: none"> • Know and explain why many cities are situated next to a river. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Compare how river use has changed over time and research the impact on trade in history. • Know and describe how a river is formed. • Know and describe how waterfalls are formed. • Know what an oxbow lake is. • Know what erosion and deposition are in relation to rivers. • Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary. • Know the difference between the upper, middle and lower courses of a river. 	<ul style="list-style-type: none"> • Recognise the 4 points of the compass (N, W, S, E) • Use some basic OS map symbols (train station, church, pub, post office, school) • Study photos/pictures/maps and google earth to make comparisons between the Irwell in Ramsbottom and Manchester, including surrounding land use, economic activity and trade links.. • Ask and answer questions about the why cities are located near rivers. 	<p><u>Gathering Information</u></p> <ul style="list-style-type: none"> • Use video to show the movement of a river • Take photographs <p><u>Mapwork</u></p> <ul style="list-style-type: none"> • Use symbols to help locate their position • Use 4 figure grid reference to identify location. • Locate large urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Plot rivers on a map of the UK
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Term:	Year 4 - Summer	Key Text(s):		
Unit Title:	<p>Manchester</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand where Manchester is located within the UK. 2. Understand why people choose to live in cities such as Manchester <p>In this unit pupils will build on knowledge from Year 1 as they learn about the location of Bolton. This will build on children's learning from Y3 History, where they studied Samuel Crompton and the Industrial Revolution. In this geography unit, pupils will learn about why people live in cities and they will compare how Manchester has changed over time.</p> <p>End of Unit Outcome: Explain why people choose to live in cities</p>			
<p>Key Concepts for the Unit:</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.</p> <p>Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.</p>				
NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork

<p><i>Name and locate counties in the United Kingdom</i></p> <p><i>Name and locate cities in the United Kingdom</i></p> <p><i>Identifying human and physical characteristics within the UK</i> <i>Know key topographical features (including hills, mountains, coasts and rivers) within the UK</i></p> <p><i>Human geography, including types of settlement and land use</i></p> <p><i>Physical geography, including Mountains</i></p> <p><i>Physical geography, including biomes and vegetation belts</i></p> <p><i>Physical geography, including climate zones</i></p> <p><i>Name and locate geographical regions of the United Kingdom</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</i></p> <p><i>Understand land-use patterns within the UK</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> Name and locate the major cities of the UK – Manchester, Liverpool, Birmingham, Newcastle, Leeds, London, Cardiff, Glasgow, Edinburgh, Belfast. Name and locate UK counties around the major cities. Locate Manchester on a map. Know the difference between the UK, British Isles and Great Britain. Know how Manchester has changed over time. Know in the 1800s, Manchester was one of the most important industrial cities, most important for making cotton. Know during the Victorian times, Manchester became known as the world's largest marketplace for cotton. Know the industrial revolution brought about huge change in Manchester and was key to the increase in Manchester's population. Know the Lowry is a theatre and gallery complex at Salford Quays, Salford, Greater Manchester, England. It is named after the early 20th-century painter L. S. Lowry, known for his paintings of industrial scenes in North West England. 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> Explain why people are attracted to live in cities. Explain why people may choose to live in a village rather than a city. Explain how a locality has changed over time with reference to human features. Describe the main features of a city. Describe the main features of a town. Describe the main features of a village. Describe the main physical differences between cities, town and villages 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> Prepare a study into the different type of vehicles used in Manchester – pose question, plan strategies and prepare resources for fieldwork. Use maps and photographs to compare human & physical features in the UK. 	<p style="text-align: center;">Manchester Study</p> <p><u>Gathering Information</u></p> <p><u>Mapwork</u></p> <ul style="list-style-type: none"> Use 4 figure grid references to identify their position in Manchester Plot key landmarks on a map using 4 figure grid references. Follow simple route using 4 figure references. Locate Manchester on a map of the UK Locate Little Lever on a map of Greater Manchester <p><u>Recording</u></p> <ul style="list-style-type: none"> Record traffic type over a 10 minute period – bus, taxi, car, emergency, van, lorry, motorbike, bike as a tally Present gathered information in a bar chart using excel.
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Term:	Year 5 - Spring	Key Text(s):	 
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Unit Title:	<p>Amazon Rainforest</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand where the Amazon River and Amazon Rainforest are located and the impact this has on their climate. 2. Understand the human and physical geography of the region, including the structure of the rainforest and human settlements. 3. Understand the impact of deforestation on the environment. <p>This unit focuses on the Amazon River and rainforest in South America. It builds on knowledge gained in Year 4, when pupils study rivers and will be a precursor to Year 6 when pupils will study Brazil. Pupils will study the impact on the environment from deforestation, this will build on their knowledge of climate change from Year 1 and the water cycle in Year 4. Human impact on the environment will continue to be explored throughout Year 5 when pupils study America.</p> <p>End of Unit Outcome: Presentation 'What are the implications of deforestation and how can people help?'</p>
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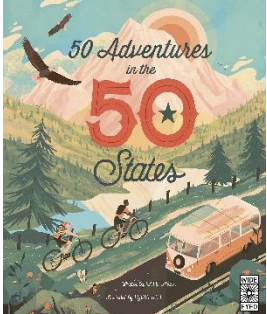
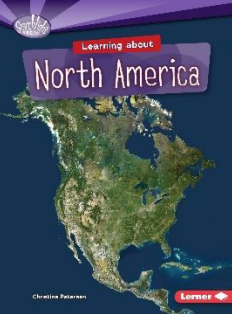
<p>Key Concepts for the Unit:</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</p> <p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Settlement: Understand that a settlement is where people have come to live and have built their homes. Understand that settlements are often located near to natural resources. Understand that settlements can have different functions.

Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.

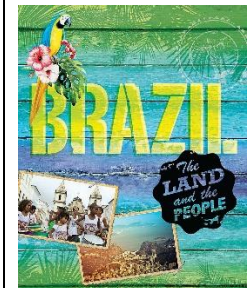
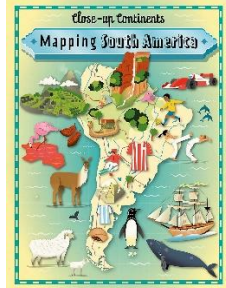
NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork
<p><i>Locate the world's countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities</i></p> <p><i>Concentrate on environmental regions in South America</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</i></p> <p><i>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</i></p> <p><i>Physical geography, including: climate zones, biomes and vegetation belts, rivers</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region in South America</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Know where many of the world's rainforest are situated. • Know where the equator, tropic of Cancer, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere are located on a map/globe. • Know where the Arctic and Antarctic circles are located. • Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. • Know many tribes live in the rainforests, known as indigenous people. This means that they belong to the country in which they are found. • Know the rain forests are all located near the equator in Africa, Asia, Australia and Central and South America. • Know about the endangered animals in the rainforests • Know there are many endangered species in the rainforest. This means that they are very likely to become extinct. 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Know about deforestation and the arguments for and against deforestation. • Know about the people that live in the Amazon rainforest and about some of the unique plants there. • Know about the main features of a rainforest. • Pupils should use the terms: emergent layer, canopy, understorey and forest floor. • Understand the different settlements in the Amazon Rainforest – City vs Small Settlement • Know that the south American economy consists primarily of agriculture, forestry, industry and mining • Know that deforestation has an impact on a range of factors • Understand that it is important that humans acts to save the rainforest. 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Plan, gather and present information to answer: How does rainfall vary each month in the Amazon Rainforest? 	<p>Mapwork</p> <ul style="list-style-type: none"> • Identify and mark on a map the different countries of South America. • Identify South America on a globe and atlas.

	<ul style="list-style-type: none">• Know the extinction of a species is the death of all its remaining living members.• Know many ingredients found in medicines come from the plants found in the rainforests.			
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Term:	Year 5 - Summer	Key Text(s):		
Unit Title:	<p>North America</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Know where the USA is located and understand how it is organised into states. 2. Understand how earthquakes are caused and the impact they have. 3. Understand key geographical areas, cities and landmarks in California. <p>In this unit, pupils will study North America for the first time. This unit will provide a foundation for future learning about South America in Year 6 (Brazil). The study of earthquakes in this unit will lead on to work on natural disasters in Year 3, where pupils will study earthquakes again. Throughout this unit, pupils will be reviewing key concepts that are prevalent throughout school: physical features, human features, climate and environment. Studying these concepts in relation to California, is an opportunity for pupils to deepen their understanding of the concepts, by considering them in a new context.</p> <p>End of Unit Outcome: Describe how earthquakes are caused.</p>			
<p>Key Concepts for the Unit:</p> <p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p> <p>Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.</p> <p>Oceans and Seas: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet.</p> <p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p> <p>Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.</p>				

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	<u>Fieldwork</u>
<p><i>Locate the world's countries, using maps to focus on North America</i></p> <p><i>Know countries and major cities in North America</i></p> <p><i>Know key physical and human characteristics of locations in North America</i></p> <p><i>Concentrate on environmental regions in North America</i></p> <p><i>Physical geography, including Mountains</i></p> <p><i>Physical geography, including volcanoes and earthquakes</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Know the 7 continents of the world • Know the 5 oceans in the world • Know that North America is made of 23 countries • Know that there are 50 states in USA (50 stars on the flag) • Know 5 states – New York, California, Florida, Texas, Arizona. • Know that different countries and states can have different time zones. • Know what Greenwich Meridian is • Know the longest river and highest mountain in North America 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Explain how a location fits into its wider geographical location; with reference to human and economical features (settlement, land use of the 5 states known) • Explain how a location fits into its wider geographical location; with reference to physical features • Know that California lies on a fault line called the San Andreas fault • Know there was an earthquake in 1906 measuring 7.9 on the Richter scale. 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Generate and answer questions about the diversity of America – how the land is used. • Using photographs, children to make connections between America and the UK. • Collect information about a place and use it in a report. • Find possible answers to their own geographical questions. • Compare California street map to aerial view locating key features. 	<p>Mapwork</p> <ul style="list-style-type: none"> • Locate the USA and Canada on a world map and Atlas. • Label the continents and oceans of the world

Term:	Y6 - Spring	Key Text(s):		
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Unit Title:	<p>Brazil</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Deepen their understanding of continents, by learning about a specific area in South America - including a key city (Rio de Janeiro). 2. Understand that the Amazon rainforest is located in Brazil and know some of its features. 3. Apply their knowledge of human and physical features of an area of the UK and compare them to an area of Brazil <p>In this unit pupils will learn about Brazil. Pupils will build on their learning about Rainforests in Y5 and use their geographical knowledge to compare previous learnt locations. Pupils will learn about how the environment contributes to the economy and deepen their understanding around sustainability and protecting the planet.</p> <p>End of Unit Outcome: Presentation - Why is it important for Brazil to be protected?</p>
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Key Concepts for the Unit:

Continents: Understand that countries are grouped into landmasses and these are continents. Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica.

Oceans: Understand that oceans are large bodies of water. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.

Climate: Understand that climate is the weather in a location over a long period of time. Understand that climate varies depending on the location's proximity to the equator. Understand that the closer a location is to the equator, the hotter it is and the closer a location is to the poles, the cooler it is. Understand that the climate has a significant impact on the environment of a location.

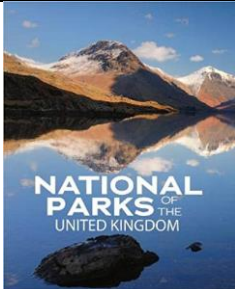
Fertile: Understand that plants and animals thrive in areas with fertile soil. Understand that fertile soil can be the result of volcanoes and rivers.

Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making something) and building (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.

Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.

Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants, and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.

NC Objectives	Investigate places	Investigate Patterns	Communicate Geographically	<u>Fieldwork</u>
<p><i>Locate the world's countries, using maps to focus on South America</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>Know countries and major cities in South America</i></p>	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Know there are 12 countries in South America. • Know and locate Brazil, Argentina and Chile and Columbia • Know basic information about Brazil, Argentina and Chile and Columbia. • Know about the climate of Brazil and how it compares to the UK. • 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Research and explain why Brazil has a potentially thriving economy • Know about relevant issues in Brazil, such as the street children. • Identify and know the features of Brazil, including its capital, population and dominant language. • Know what natural resources Brazil has, including fruit. 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Use scale and zoom on digital maps to locate key human and physical features. • Using an aerial view map of Rio De Janeiro, create a sketch map. 	<p>Mapwork:</p> <ul style="list-style-type: none"> • Locate the countries of South America on a map • Know how to label the Earth including, equator, poles, hemispheres and tropic lines. • Know the continents and oceans of the world.

Term:	Y6 - Summer	Key Text(s):	
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Unit Title:	<p>United Kingdom: National Parks</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand what a National Park is, where they are located and some features of the UK's National Parks. 2. Understand the physical and human features of the Lake District and Pembrokeshire National Parks. 3. Compare two National Parks: Lake District and Pembrokeshire. 4. Understand the impact of tourism in our National Parks and how sustainable tourism can help protect these environments. <p>Throughout this unit, pupils will study National Parks in the UK. This extended their learning from Year 2, where they studied the Seaside. In this unit pupils will be given an overview of all the National Parks in the UK, before focusing on the Lake District and Pembrokeshire Coast. Pupils will compare these two contrasting National Parks. Pupils will also look at the positive and negative implications of tourism and how sustainable tourism can help to protect the environment. This is a precursor to their work in high school where they will conduct a comparison study on National Parks & AONBs.</p> <p>End of Unit Outcome: discussion - Is tourism beneficial for the UK's National Parks?</p>
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Key Concepts for the Unit:				
<p>Sustainability: Understand that sustainability is a way to use natural resources, without impacting negatively on the environment or causing resources to run out. Understand that sustainability is very important in protecting our planet for: animals, plants and future generations.</p>				
<p>Environment: Understand that the environment is everything around us. It is the natural world of land, sea, air, plants, and animals. Understand that living things are affected by their environment and can also affect the environment they live in. Environments consist of both human and physical features.</p>				
<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p>				
<p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop</p>				

NC Objectives				
	Investigate places	Investigate Patterns	Communicate Geographically	Fieldwork

	<p>Use Geographical knowledge to:</p> <ul style="list-style-type: none"> • Know the Geography of the UK – including countries, seas, and location in Europe. • Know that the UK has 15 National Parks • Know where National Parks are located on a map • Know physical features (mountains, lakes, woodland, wildlife) in the Lake District and Pembrokeshire • Know Human Features (tourism and communities) in the Lake District and Pembrokeshire 	<p>Use Human & Physical Geography to:</p> <ul style="list-style-type: none"> • Map land use with their own criteria. • Use maps, aerial photos, plans and web resources to describe what a locality might be like. • To describe how some places are similar and dissimilar in relation to their physical features. • Know and distinguish between human and physical features. • To describe how some places are similar and dissimilar in relation to their human features. • Sketch maps when carrying out a field study. 	<p>Use Geographical skills to:</p> <ul style="list-style-type: none"> • Use digital maps to plot a route • Use OS maps to plot using 6 figure grid references. • Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) 	<p style="text-align: center;">Rivington Orienteering</p> <p><u>Gathering Information</u></p> <ul style="list-style-type: none"> • Complete a transect along Rivington Reservoir <p><u>Mapwork</u></p> <ul style="list-style-type: none"> • Plan a route between different 6 figure grid references using a compass to follow the route. • Use map features to navigate. <p><u>Recording</u></p> <ul style="list-style-type: none"> • Use sketch to record transect.
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