



End Point Expectations

Nursery	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Reception	<b>Understanding the World (Past and Present)</b> Talk about the lives of the people around them and their roles in society.	
	<b>Understanding the World (The Natural World)</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
	<b>Understanding the World (People, cultures and communities)</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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, nonfiction texts and (when appropriate) maps.	
KS1 NC	<b>Locational Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans;</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <b>Place Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>Human and Physical Geography</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>• use basic geographical vocabulary to refer to:                         <ul style="list-style-type: none"> <li>– key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>– key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<b>Geographical Skills and Fieldwork</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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.</li> </ul>
KS2 NC	<b>Locational Knowledge</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries,</li> </ul>	<b>Human and Physical Geography</b> Pupils should be taught to: describe and understand key aspects of: <ul style="list-style-type: none"> <li>– physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> </ul>



	<p>and major cities;</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Place Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>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.</li> </ul>
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Geographers seek to understand the distinctive features or characteristics of the place that make up the world. When Investigating the nature of places their thinking is developed by a number of big organising ideas and generalisations known as concepts. These concepts from a unique framework of enquiry and shape the questions that geographers ask about places. They can be applied across the entire subject and every one is interconnected. There is no universal agreement amongst geographers about which concepts are the most important.

These are the key concepts that we refer to in the study of geography:

- Environment
- Location
- Scale
- Distribution
- Processes
- Change
- Interaction
- Interdependence
- Sustainability


















# Whole School Subject Overview Geography

- Diversity






These concepts define the questions that drive investigations geographers carry on in places.

See the geography concepts glossary for a definition.

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Where do we live and who do we live with?</b> <u>Place knowledge</u> Use the map of the world in the class to talk about which country we all came from. Describe our house and who lives there. Understanding self and the people around them. Naming their clothes and belongings.</p> 	<p><b>What is the weather like?</b> <u>Human and Physical geography</u> <u>Seasonal Changes and Weather</u> Children learn about seasons, the weather, features in the local area and the buildings that surround them.</p>  <p><u>Location knowledge</u> Map of the world. Talk about India and celebrating Diwali.</p> 	<p><b>What is it like in different countries?</b> <u>Locational Knowledge</u> Map of the world.</p> <p>Talk about China and celebrating the Chinese new year</p> 	<p><b>Where do the animals live?</b> <u>Locational Knowledge</u> Walking through the jungle: Jungle environments and songs related to these animals</p> <p>During the spring and summer, the children observe the life cycle of frogs, butterflies and annual plants in the garden and pond and describe and draw the changes over time.</p> 	<p><b>Who are the people who help us and where do they work?</b> <u>Locational knowledge</u> Show interest in occupations by inviting people who help us like (Doctor, fireman, dentist, nurse, librarian, postman) to talk about what they do in the community. Use the map of the world in the class to talk about which country we all came from Talk about Eid and who celebrates Eid around the world</p> 	<p><b>What is it like at the seaside?</b> <u>Human and Physical geography</u> <u>Discovering different environments– water ways and seaside, lighthouses.</u></p>  <p><b>What is pollution?</b> <b>What is recycling?</b> Realising the impact we can have on our environment</p> 
<b>Reception</b>	<p><b>Where do we live and what is it like there?</b> <u>Place knowledge</u> Draw maps of a route locate places on a map Describe environments (field work)</p> 	<p><b>Which animals like cold weather?</b> <u>Place knowledge</u> Family celebrations. They listen to others and can say which celebrations are the same or different to theirs. Map of the world. Locate India and celebrating Diwali</p>  <p>Cold places (Antarctic) identify animals who live there.</p>	<p><b>What is it like in different countries?</b> <u>Locational Knowledge</u> Map of the world. Talk about China and celebrating the Chinese New Year</p>  <p><u>Human and Physical geography</u> <u>Seasonal changes.</u> Children learn about seasons, the weather, features in the local area and the buildings that surround them.</p> 	<p><b>Where do the animals live?</b> <u>Human and Physical geography</u> Zoo, farm and woodland animals</p>  <p><u>Locational Knowledge</u> Understanding and describing life</p>  <p>cycles: bulbs into daffodils</p>	<p><b>Who are the people who help us and where do they work?</b> <u>Locational knowledge</u> Show interest in occupations by inviting people who help us like (Doctor, fireman, dentist, nurse, librarian, postman) to talk about what they do in the community. Use the map of the world in the class to talk about which country we all came from Talk about Eid and who celebrates Eid around the world</p> 	<p><b>What is it like at the seaside?</b> <u>Human and Physical geography</u> <u>Discovering different environments– water ways and seaside, lighthouses.</u></p>  <p><b>What is pollution?</b> <b>What is recycling?</b> Realising the impact we can have on our environment</p> 



		<p style="text-align: center;"><b>WINTER ANIMALS</b></p>				
<p><b>Y1</b></p>	<p><b>What is the geography of where I live like?</b>  <u>Locational knowledge</u>                  Name and locate the world's seven continents and five oceans                  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <u>Place knowledge</u>                  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom  <u>Human and physical geography</u>                  Use basic geographical vocabulary to refer to key physical and human features  <u>Geographical skills and fieldwork</u>                  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                  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                  Use simple observational skills to study key human and physical features of environments                  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> 				<p><b>How does the weather affect our lives?</b>  <u>Locational knowledge</u>                  Name and locate the world's seven continents and five oceans  <u>Human and physical geography</u>                  Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles                  Use basic geographical vocabulary to refer to key physical and human features  <u>Geographical skills and fieldwork</u>                  Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage                  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                  Use simple fieldwork and observational skills to study key human and physical features of environments</p> 	<p><b>How does the geography of Kampong Ayer compare with where I live?</b>  <u>Locational knowledge</u>                  Name and locate the world's seven continents and five oceans  <u>Place knowledge</u>                  Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country  <u>Human and physical geography</u>                  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles                  Use basic geographical vocabulary to refer to key physical and human geographical features  <u>Geographical skills and fieldwork</u>                  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                  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                  Use simple observational skills to study key human and physical features of environments</p> 






<p><b>assessment</b></p>	<p>Identify, describe and compare and contrast the physical and human features they observe and record in the locality and some significant locations around the world</p>				<p>Identify and describe the main elements of the weather  <b>Observe, measure and record</b> elements of daily weather over several days</p>	<p>Identify and describe the location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei  <b>Compare and contrast</b> the climate of Brunei with the temperate climate of the United Kingdom</p>
<p><b>Y2</b></p>			<p><b>How can we persuade people to join us in tackling the causes of global warming?</b>  <u>Locational knowledge</u>                  Name and locate the world's seven continents and five oceans  <u>Human and physical geography</u>                  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles                  Use basic geographical vocabulary to refer to key physical and human geographical features  <u>Geographical skills and fieldwork</u>                  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                  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                  Use simple observational skills to study key human and physical features of environments</p>		<p><b>Why does it matter where my food comes from?</b>  <u>Locational knowledge</u>                  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <u>Human and physical geography</u>                  Identify daily and seasonal weather patterns in the United Kingdom                  Use basic geographical vocabulary to refer to key physical and human features  <u>Geographical skills and fieldwork</u>                  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                  Use aerial photographs to recognise landmarks and basic human and physical features</p>	<p><b>What do we find at places where the land meets the sea?</b>  <u>Locational knowledge</u>                  Name and locate the world's seven continents and five oceans  <u>Place knowledge</u>                  Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country  <u>Human and physical geography</u>                  identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles                  Use basic geographical vocabulary to refer to key physical and human geographical features  <u>Geographical skills and fieldwork</u>                  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                  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                  Use simple observational skills to study key human and physical features of environments</p>








<b>assessment</b>			<p><b>Give reasons</b> for some of the things people are already doing to reduce the impact of global warming on the environment in the UK</p>		<p><b>Describe and suggest reasons</b> why the weather in Devon makes it a good place for dairy farming <b>give reasons</b> why half of our food is imported</p>	<p><b>Compare and contrast</b> the physical and human features of the coastline at Bournemouth in the United Kingdom with those of the coastline of Townsville in Queensland, Australia <b>Suggest reasons</b> for the similarities and differences they observe</p>
<b>Y3</b>	<p><b>Why do so many people live in megacities?</b> <u>Locational knowledge</u> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <b>Human and physical geography</b> Describe and understand key aspects of: <u>Human geography</u>, including <b>types of</b></p>	<p><b>Why do some earthquakes cause more damage than others?</b> <u>Locational knowledge</u> Locate the world’s countries, using maps to focus on Europe (Including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <u>Human and physical geography</u> Describe and understand key aspects of: <i>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> <u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a</p>			<p><b>How and why is my local area changing?</b> <u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <b>Human and physical geography</b> Describe and understand key aspects of: <i>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> <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><b>settlement</b> and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> 	<p><i>compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> 			<p><u>Geographical skills and fieldwork</u> <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> <p><i>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.</i></p> 	
<p><b>assessment</b></p>	<p>Suggest the main <b>reasons</b> why the population of any city can increase and <b>explain</b> why Milton Keynes in particular is the fastest-growing city in the United Kingdom</p>	<p><b>Locate, describe and explain</b> the distribution of earthquakes occurring around the world. <b>Explain</b> why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.</p>			<p><b>Identify, describe and explain</b> why some locations in the local area of the school have changed. <b>Understand</b> that there are often different views about whether environmental change is a positive thing.</p>	
<p><b>Y4</b></p>		<p><b>How can we live more sustainably?</b> <u>Locational knowledge</u> <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <u>Human and physical geography</u></p>	<p><b>Why are jungles so wet and deserts so dry?</b> <u>Locational knowledge</u> <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i> <u>Human and physical geography</u> <i>Describe and understand key aspects</i></p>			<p><b>Beyond the Magic Kingdom: What is the Sunshine State really like?</b> <u>Locational knowledge</u> <i>Locate the world's countries, using maps to focus on Europe (Including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i> <u>Place knowledge</u> <i>Understand geographical similarities</i></p>






		<p>Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Reduce + Reuse + Recycle + Compost</p> 	<p>of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> 			<p>and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.</p> <p><u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> 
<b>assessment</b>		<p><b>Describe, observe, explain</b> and make a <b>judgement (informed conclusion)</b> as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</p>	<p><b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world</p>			<p><b>Observe, describe, explain</b> and begin to draw <b>conclusions</b> about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world</p> <p>Reach a <b>conclusion</b> and make a <b>judgement</b> as to the best time climatically for British tourists to holiday in Florida</p>
<b>Y5</b>		<p><b>Why is Fairtrade fair?</b> <u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including</p>	<p><b>How is climate change affecting the world?</b> <u>Locational knowledge</u> name and locate counties and cities of</p>	<p><b>Why are mountains so important?</b> <u>Locational knowledge</u> name and locate countries and</p>		



		<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: human geography, including economic activity and trade links</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> 	<p>the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts</p> <p>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><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> 	<p>cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including mountains</p> <p>human geography, including types of settlement and land use, economic activity</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> 		
<b>assessment</b>		<p><b>Explain</b> what a co-operative is and <b>evaluate</b> the benefits and disadvantages of producers joining one</p> <p><b>Describe and critique</b> the range of Fairtrade products currently available in the UK and <b>reach a judgement</b> as to why some commodities and products are fairly traded and others are not</p>	<p><b>Explain, evaluate and reach a judgement</b> about how countries around the world are acting to reduce global warming</p> <p><b>Explain</b> some of the changes being caused by climate change in the state of Victoria in Australia and <b>reach an informed conclusion</b> about their impact on people</p>	<p><b>Reflect upon, evaluate evidence and reach a conclusion and judgement</b> regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924</p>		
<b>Y6</b>		<p><i>How do volcanoes affect the lives of people on Hiemaey?</i></p>			<p><i>What is a river?</i> Locational knowledge</p>	<p><i>What are National Parks for?</i> Locational knowledge</p>



		<p><u>Locational knowledge</u> The countries (including the location of Russia), major cities and key physical and human geography of Europe; Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country;</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: Physical geography including climate zones and volcanoes; Human geography including economic activity and trade links, and the distribution of natural resources including energy</p> <p><u>Geographical skills</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> 			<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including rivers and the water cycle human geography, including types of settlement and land use, economic activity including trade links</p> <p><u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and</p>  <p>digital technologies.</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: Physical geography, including vegetation belts, rivers, mountains Human geography, including types of settlement and land use, economic activity, and the distribution of natural resources</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> 
<p><b>assessment</b></p>		<p><b>Understand</b> how and why the environment of Hiemaey has changed over time and reach <b>conclusions</b> and make <b>judgements</b> about the positive and negative impact</p>			<p>Through fieldwork <b>observe, record, present data graphically and reach a conclusion</b> regarding how a stream or river changes along its course</p>	<p><b>Explain</b> the <b>Evaluate</b> the three aims or purposes of National Parks and <b>reach a judgement</b> as to which they feel should be the most important and <b>justify</b> their view</p>



		<p>of these changes on the ways of life of the people of Hiemaey</p>			<p><b>Recognise, describe</b> and <b>explain</b> the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and <b>evaluate</b> the evidence and <b>make a judgement</b> about the causes of its sudden decline and closure</p>	
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