



# Being a Geographer

Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Geographical Skills
<b>EYFS</b>	<p><b>Educational Programme:</b> Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p><b>Early Learning Goal:</b></p>	<ul style="list-style-type: none"> <li>• Know their own address and where they live.</li> <li>• Identify where they live on an aerial view map/photograph of Hetton.</li> <li>• Identify where Hetton Lyons Primary School is on an aerial view map/photograph of Hetton.</li> <li>• To find their way to and from their home to Hetton Lyons Primary School – with support (physically or using Digimap).</li> </ul>	<p>House, home, building, school, street</p> <p>nature, grass, hill, path, road, fields, playground, trees, plants</p> <p>map</p> <p>school, garden</p>	<ul style="list-style-type: none"> <li>• <b>Observation and exploration</b> of their immediate environment</li> <li>• <b>Simple map skills</b> – identify where the school is and where they live.</li> </ul>

	<p><i>The Natural World</i> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>EYFS will use a variation of child initiated learning and topic themes to support children in developing their geographical knowledge and skills.</i></p> <p><b><u>Topics</u></b></p> <p><b><u>Incredible Me!</u></b></p> <ul style="list-style-type: none"> <li>● My school</li> <li>● My immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>● Draw simple maps of the classroom/ school grounds</li> <li>● Compare the features of Hetton Lyons Primary School with the features of other places they are familiar with (their own home or garden).</li> <li>● Compare the features of Hetton Lyons primary school with the features they are familiar with in traditional stories.</li> <li>● Draw simple maps of places from familiar stories.</li> <li>● Explore the features of Hetton Lyons Primary School.</li> <li>● Know that the weather is different at different times of the year.</li> <li>●</li> </ul>	<p>Sun, rain, snow, wind, hot, cold</p>	<ul style="list-style-type: none"> <li>● <b>Comparison</b> of different environments children are familiar with.</li> <li>● Draw simple maps (places from familiar stories).</li> <li>● <b>Observation</b> of weather.</li> </ul>
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<p><b>Y1</b></p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness.</p> <p><b><u>Topics</u></b></p> <p><b><u>What would an alien need to know about where we live? (Aliens Love Underpants)</u></b></p> <p><b>Locational knowledge</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Geographical skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>● Identify Hetton Lyons Primary School and where they live on an aerial map of Hetton.</li> <li>● Identify the UK on a world map, globe and atlas.</li> </ul>	<p>United Kingdom (UK), England, Scotland, Northern Ireland and Wales London, Edinburgh, Cardiff, Belfast</p>	<ul style="list-style-type: none"> <li>● <b>Basic fieldwork skills.</b></li> <li>● <b>Observation and comparison</b> of school</li> </ul>

<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p><b><u>What are the differences between our school grounds and Hetton Lakes?</u></b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences.</p> <p><b>Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, sea, ocean, soil, vegetation, season and weather.</p> <p><b>Topic</b> <b><u>The seasons of the UK – daily and seasonal observations.</u></b></p>	<ul style="list-style-type: none"> <li>• Know the names of the 4 countries that make the UK.</li> <li>• Know the names of the capital cities of the countries in the UK</li> <li>• Know and name seas that surround the UK (North Sea, Atlantic Ocean, Irish Sea and English Channel.</li> <li>• Know which is N (north) and S (south) on a compass.</li> <li>• Direction near, far, left and right.</li> </ul> <ul style="list-style-type: none"> <li>• Know that there are differences between the features of their school environment (buildings, car parks, road, play area) and the features of Hetton Lakes (trees, grass, lakes).</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: forest, hill, sea, ocean, soil, vegetation,</li> </ul>	<p>sea, ocean, North Sea, Atlantic Ocean, Irish Sea and English Channel.</p> <p>forest, hill, soil, vegetation, factory, house, office, school building, streets, road, trees, path, yard, lake. direction, position, north south, near, far, left, right, compass</p>	<p>environment and Hetton Lakes/ environment</p> <ul style="list-style-type: none"> <li>• <b>Simple map, atlas and globe reading skills.</b></li> <li>• <b>Simple map drawing skills using a basic key</b></li> </ul>
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	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b>Topic</b> <b><u>Is it better to live in a hot or cold place? (Meerkat Mail)</u></b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary vegetation, season and weather.</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<ul style="list-style-type: none"> <li>• Know there are 4 seasons (autumn, winter, spring and summer) and associated weather patterns of the UK.</li> <li>• Know that different places in the world have different physical features (snow, desert etc), temperatures and weather patterns depending on where they are in relation to the Equator where the sun faces. Know that places nearer the Equator are hotter and places further away from the equator are colder.</li> <li>• Know where the North and South Poles are located using a globe.</li> </ul>	<p>autumn, winter, spring and summer, weather, temperature, thermometer, weather, symbols, hot, cold</p> <p>snow, ice, rocky, desert, Equator, North Pole, South Pole. Kalahari Desert map, atlas, globe, hot and cold.</p>	<p><b>Observation</b> and recording of daily and seasonal weather patterns.</p> <p>Read a simple thermometer</p> <p><b>Comparison</b> of seasonal weather patterns.</p> <p><b>Basic map/globe skills</b> <b>Comparison</b> of weather and physical features of the Kalahari Desert and North and South Poles.</p>
Y2	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic			

	<p>subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness.</p> <p><b><u>Topic</u></b> <b><u>Where in the world is Hetton?</u></b></p> <p><b>Geographical skills and fieldwork</b> 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; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of its (school grounds) surrounding environment.</p> <p><b><u>Topic</u></b> <b><u>A comparison of Maasai Mara and Hetton</u></b> <b>Locational knowledge</b> Name and locate the world's 7 continents and 5 oceans. <b>Place knowledge</b> 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.</p>	<ul style="list-style-type: none"> <li>● Name and locate the 7 continents (Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America)</li> <li>● Name and locate the 5 oceans (Arctic, Atlantic, Indian, Pacific and Southern)</li> <li>● Identify Hetton on a map of the UK and know it is in the north East of England.</li> <li>● Recognise local landmarks from photographs and aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>● Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America</li> <li>● Arctic, Atlantic, Indian, Pacific and Southern</li> <li>● Compass North, South, East, West</li> <li>● Equator, North Pole, South Pole.</li> </ul>	<p><b>Fieldwork skills.</b> <b>Map, atlas and globe reading skills.</b> <b>Map drawing skills using a key</b> -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Observation</b> of physical and human geography of Hetton and Maasai Mara.</p>
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	<p><b>Human and physical geography</b></p> <p>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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the key human and physical features.</p>	<ul style="list-style-type: none"> <li>● Know the key physical features of Hetton.</li> <li>● Know the key physical features of Maasai Mara (Kenya).</li> <li>● Identify Maasai Mara on a globe, atlas and map.</li> <li>● Know the 4 compass points North, South, East and West.</li> <li>● Identify the position and significance of the Equator, N and S Poles</li> <li>● Know the two main languages spoken in Kenya</li> <li>● Compare and name 5 similarities and differences between life in Hetton and Maasai Mara</li> <li>● Identify animals that live in Kenya and begin to explain concept of 'endangered species'</li> </ul>	<ul style="list-style-type: none"> <li>● beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>● city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>● Hetton, Maasai Mara, Kenya</li> </ul>	<p><b>Comparison</b> of human and physical geography of Hetton and Maasai Mara.</p> <p><b>Draw a simple</b> map of Hetton and Maasai Mara.</p> <p><b>Research</b> and <b>comparison</b> of temperature and weather patterns of Hetton and Maasai Mara.</p>
<p><b>Y3</b></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<ul style="list-style-type: none"> <li>● Know what the 'UK' means?</li> <li>● Be able to locate the UK on a world map and describe in terms of hemisphere, continent, proximity to other countries, north, south, east, west.</li> <li>● To compare size, in simple terms, with other countries children know about or have been to.</li> </ul>	<ul style="list-style-type: none"> <li>● UK, Great Britain, British Isles,</li> <li>● Country, regions, (9 major regions), major cities (Manchester, Birmingham, Glasgow, Swansea, Newcastle)</li> <li>● Rivers, (Tyne, Thames, Wear, Tay, Mersey, Clyde, Severn)</li> </ul>	<ul style="list-style-type: none"> <li>● Use Digimaps, Google Earth and atlases to look at the position of the UK and the countries in it.</li> <li>● Observe specific human and physical features</li> <li>● Use the 8 points of a compass</li> </ul>

	<p><b><u>Topic</u></b> <b><u>Is the UK the same everywhere?</u></b></p> <p><b>Geographical skills and fieldwork.</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, 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><b>Locational Knowledge</b> 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)</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Human and Physical Geography</b> Physical geography including hills, mountains, coasts and rivers</p>	<ul style="list-style-type: none"> <li>• Describe position in relation to North and South Poles and the Equator. Know which countries are in the UK? Where are their capital cities?</li> <li>• Know the name and location of some major regions and cities in the UK (London, Liverpool, Manchester, Durham, Newcastle, Sunderland, Birmingham, Leeds, York, Edinburgh, Dublin, Cardiff. NE, NW, SW, SE, Yorkshire, Midlands,etc),</li> <li>• Know the difference between The UK, Great Britain and The British Isles</li> <li>• Know the 8 compass points</li> <li>• Locate key topographical features (including hills, mountains, coasts and rivers) on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Hills, Mountains, Cumbrian mountains, Scafell Pike, Grampian mountains, Ben Nevis, Snowdonia, Mt Snowdon</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping Skills - locating and drawing simple keys to show cities, rivers etc. on a map.</li> </ul>



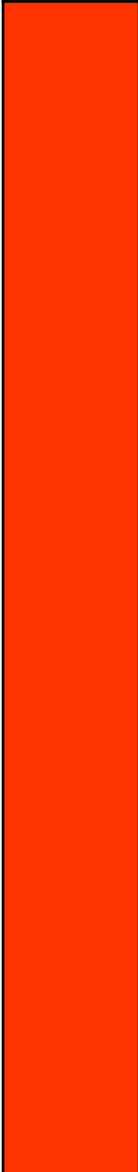
	<p>Human geography including types of settlement and land use</p> <p><b><u>Topic</u></b> <b><u>Our Active Planet</u></b></p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Locational Knowledge</b> Locate the seven continents and concentrate on specific environmental areas and physical characteristics</p> <p><b><u>Human and Physical Geography</u></b> Including the study of earthquakes and volcanoes</p>	<ul style="list-style-type: none"> <li>• Understand how volcanoes are formed and behave.</li> <li>• Be able to label parts of a volcano</li> <li>• use maps to locate Iceland, Italy and then “The Ring of Fire” naming the main oceans and countries in this area.</li> <li>• describe and explain how volcanoes can affect the landscape, wildlife and people that live near them as well as those in the wider world e.g. air-travel</li> <li>• know what causes an earthquake and tsunami</li> </ul>	<p>Volcano, eruption, earthquake, tectonic plate, extinct, dormant, active, plate boundaries, ash cloud, vent, magma, magma chamber, lava, earth’s crust, seismograph, Richter scale, tsunami</p>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries/regions and describe features studied</li> <li>• Research and comparison of volcanoes and earthquakes around the world</li> <li>• Record findings in tables and charts</li> </ul>
<p><b>Y4</b></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge,</p>			

	<p>understanding and skills to enhance their locational and place knowledge.</p> <p><b><u>Topic</u></b> <b><u>Rivers and the Water Cycle</u></b></p> <p><b>Geographical skills and fieldwork.</b> use maps, atlases, globes and digital/computer mapping to locate rivers describe features of the rivers studied use fieldwork to observe, measure and record key features of the rivers studied using sketch maps, plans, graphs and digital maps.</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Human and Physical Geography</b> physical geography, including: rivers, and the water cycle human geography, including: types of settlement and land use, and the distribution of natural resources including water,</p> <p><b><u>Topic</u></b> <b><u>Comparative Study of a region in the UK with a region in a European country.</u></b> <b><u>(North East UK - Central West Italy(Rome)</u></b></p> <p><b>Geographical skills and fieldwork.</b></p>	<ul style="list-style-type: none"> <li>● Label the main parts of a river system</li> <li>● Locate and name some of the world's longest rivers</li> <li>● Explain why settlements, including major cities, are located near a river?</li> <li>● Know some advantages and disadvantages of living near a river</li> <li>● Compare rivers in the UK with significant World Rivers</li> <li>● Explain what the Water cycle is, and understand the vocabulary in order to give the definition</li> <li>● Label the water cycle with key words.</li> <li>● Explain why the water cycle is important.</li> <li>● Explain factors that can impact the water cycle.</li> </ul> <p>To locate each region on a world map and a map of Europe and describe the location using geographical terms</p>	<p>Source, Mouth, lake, Estuary, Delta, Meander, Waterfall, Erosion, Deposition, Tributary, Stream</p> <p>Evaporation, Condensation Cloud, Precipitation, Cycle, Water Vapour, Transpiration</p>	<p>use maps, atlases, globes and digital/computer mapping to locate rivers</p> <p>use maps, atlases, computer mapping to know which sea a river flows into</p> <p>recognise and use symbols and keys on a map</p> <p>Use an index in an atlas to locate rivers</p> <p>research and compare significant rivers studied</p> <p>use fieldwork to observe, measure and record key features of the rivers</p>
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	<p>use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied</p> <p><b>Locational knowledge</b> using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics</p> <p><b>Place Knowledge</b> 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,</p> <p><b>Human and Physical Geography</b> describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, human geography, including: types of settlement and land use, economic activity including transport links</p>	<p>Describe the main physical features of each region including – area, climate and average temperatures, rivers, coasts,</p> <p>Describe the main human features of each region including – population, language, types of settlement and land use including change over time (tourism and transport links?)</p> <p>Know 5 similarities and 5 differences between living in each region.</p> <p>Name and locate key historic landmarks</p>	<p>Europe, Italy, Rome, North East, Durham, Newcastle, region, district, human, physical, climate, temperature, language, population, settlement, Landmarks,</p>	<p><b>Geographical skills and fieldwork.</b> use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied</p> <p>research and compare significant regions studied</p> <p>Record comparisons of physical and human geography e.g. temperature, population using tables and graphs</p>
<p><b>Y5</b></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b><u>Topic</u></b> <b><u>Comparison study of the UK and Brazil.</u></b></p>			

	<p><b>Location Knowledge</b> locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p> <p><b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a region (Country) of South America</p> <p><b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 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><b>Geographical skills</b> 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 figure grid references, symbols and key to</p>	<ul style="list-style-type: none"> <li>• Name some countries in South America and understand location of S. America in relation to the rest of the world</li> <li>• To compare size, in simple terms, with other continents</li> <li>• Be able to locate Brazil on a map of S. America</li> <li>• Name the capital city, Brasilia, and know that San Paulo is largest city in Brazil.</li> <li>• The main language spoken is Portuguese.</li> <li>• Describe and understand key physical aspects of Brazil including – area, climate and average temperatures, rivers, coasts,</li> <li>• The Amazon is the largest rainforest in Brazil.</li> <li>• The Amazon river runs through Brazil.</li> <li>• Describe and understand key human aspects of Brazil including – population, language, economic activity including fair trade</li> <li>• Brazil is the biggest coffee producer</li> <li>• Explain the impact of industrialisation on Brazil's natural resources.</li> <li>• Explain the similarities and differences between living in city in Brazil and city in UK</li> </ul>	<p>South America, continent, 14 country, Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (United Kingdom), French Guiana (France), Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela. Brasilia, San Paulo, Amazon River, Amazon Rainforest</p> <p>Trade, Fair Trade, Natural resources, Energy resources Oil, gas, coal, Renewable energy Coffee Livestock. Shanty town Areas Developing country</p>	<p><b>Geographical skills</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>interpret photographs and videos</p> <p>research and compare country studied</p> <p>Record comparisons of physical and human geography e.g. temperature, population using a range of tables and graphs</p> <p>Use atlases to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>
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	<p>build their knowledge of the United Kingdom and the wider world</p> <p>observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p><b><u>Topic</u></b> <b><u>Rainforests</u></b></p> <p><b>Location Knowledge</b> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America</p> <p><b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,</p> <p><b>Geographical skills</b> 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 figure grid references, symbols and key to</p>	<ul style="list-style-type: none"> <li>● Rainforests are found in South American countries including the Amazon in Brazil, Australia and West Africa.</li> <li>● Label the different layers of the rainforest</li> <li>● Know some of the types of plants which grow in rainforests</li> <li>● Rainforests receive a high amount of rainfall.</li> <li>● The Amazon is the largest rainforest.</li> <li>● Locate the rainforest biomes</li> <li>● Know what is meant by biomes</li> <li>● Explain what biodiversity means</li> </ul>	<p>Amazon Canopy emergent layer forest climate species deforestation endangered indigenous biomes temperate biodiversity</p>	<p><b>Geographical skills</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>research and compare country studied</p> <p>Record comparisons of physical and human geography e.g.</p>

	<p>build their knowledge of the United Kingdom and the wider world</p> <p>observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<ul style="list-style-type: none"><li>• There is a high biodiversity in the rainforest.</li><li>• Compare rainforests to forests in the UK and name similarities and differences.</li></ul>		<p>temperature, population using a range of tables and graphs</p> <p>Fieldwork – study and compare local forests to Amazon rainforest</p>
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<p><b>Y6</b></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b>Topic</b>  <u>200 Years of Hetton (History topic but has strong geography links)</u></p> <p><b>Location Knowledge</b>  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><b>Place knowledge</b>  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Human geography</b>  human geography, including: types of settlement and land use</p> <p><b>Geographical skills</b>  use the 8 points of a compass and 6-figure grid references, symbols and key (including</p>	<p>Make links with the History unit 200 Years of Hetton.</p> <p>Use 6 figure grid references to locate Hetton on a map.  Recognise significant OS symbols  Understand changes to Hetton e.g.</p> <ul style="list-style-type: none"> <li>● population over time</li> <li>● land use</li> <li>● occupation</li> <li>● building use</li> </ul> <p>• Know that mining was and is still strongly reflected in today's local society. Make links between Victorian mining, mining at its height in the 50s-90s and now.</p>	<p>Country, county, region, town, village, coal fields, nature reserve, preservation, land use, population, occupation,</p>	<p><b>Geographical skills and fieldwork.</b>  use maps, atlases, globes and digital/computer mapping to locate region and describe features studied</p> <p>research and compare significant region studied over time</p> <p>Record comparisons of physical and human geography over time e.g. population using tables and graphs</p> <p>use the 8 points of a compass and 6-figure grid references</p>
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	<p>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b><u>North America – comparing regions within North America include a desert region</u></b></p> <p><b>Location Knowledge</b> 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</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America</p> <p><b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p><b>Geographical skills</b> use the 8 points of a compass and 6-figure grid references, symbols and key (including</p>	<ul style="list-style-type: none"> <li>• Know the purpose of mining (e.g. need for coal etc.) and how mining has changed over time</li> </ul> <p>Describe how the physical features affect the human activity within a location.</p> <p>Where are the main countries and cities in North America? There are 23 countries in North America. Canada is the largest, Grenada is the smallest. The Missouri river is the longest in North America (3767km). Denali Mountain is the highest mountain in North America (6,190M) in Alaska. The Population is 7.5% of the world’s population. Explain how the landscape of N. America is the same &amp; how it is different to the UK? Rivers, mountains, lakes. Explain how the climate is similar and how is it different to the UK?</p>	<p>Some main country names – to include: Canada, USA, Mexico, and some islands. climate, population, area, land use, biomes, environment</p>	<p><b>Geographical skills and fieldwork.</b> use maps, atlases, globes and digital/computer mapping to locate regions and describe features studied</p> <p>research and compare significant regions studied</p> <p>Record comparisons of physical and human geography e.g. climate using tables and graphs</p> <p>use the 8 points of a compass and 6-figure grid references</p>



	the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Focus on 3 specific regions in North America (include desert region) to compare and contrast –		
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