

## Geography

Each topic is listed, with an outline of what we would like children to *know*, *do* and *understand* within the unit.



### **Golden Threads:**

- Climate (what would I wear if I were there?)
- Places (where in the world?)
- Settlement (where are all the people?)

## Year 1

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify the worlds continents and oceans using maps and globes	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The names of the 7 continents</li> <li>• Where they are in the world</li> <li>• The names of the 5 oceans</li> <li>• Where they are in the world</li> <li>• What a globe is</li> <li>• What an atlas is</li> <li>• What the weather is like on each continent</li> <li>• Where the people of the world live</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located the 7 continents on a globe and a map</li> <li>• Located the 5 oceans on a globe and a map</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Which continents are hot and which are cold and why</li> <li>• Why the people of the world live where they do</li> <li>• How to use a globe and an atlas</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify the UK countries and their capitals using maps	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The names of the 4 countries of the UK</li> <li>• The names of the 4 capitals of the UK</li> <li>• Where the UK is in the world</li> <li>• Where the 4 countries are located</li> <li>• Where their capitals are located</li> <li>• What the weather is like in the four countries</li> <li>• What a globe is</li> <li>• What an atlas is</li> <li>• Where the people of the UK live</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located the UK on a map and globe</li> <li>• Located the 4 countries of the UK on a map</li> <li>• Located their capitals on a map</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like in different parts of the UK</li> <li>• Why the people of the UK live where they do</li> <li>• How to use a globe and an atlas</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify the Human and Physical features of our local area	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What a human feature is</li> <li>• What a physical feature is</li> <li>• What the human and physical features of the local area are</li> <li>• What the weather is like in the local area</li> <li>• Where the local people live</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Used observations to identify basic human and physical features of the local environment</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like in their local area</li> <li>• How to identify what is a human feature and what is a physical feature</li> <li>• Why people live where they do in the local area</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Compare the UK to a non-European Country (Kenya)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• Where Kenya is</li> <li>• What continent Kenya is on</li> <li>• What the weather is like in Kenya</li> <li>• How Kenya is similar/ different to the UK</li> <li>• What key human and physical features are in Kenya</li> <li>• Where the local people in Kenya live</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located Africa on a map and globe</li> <li>• Located Kenya on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like in Kenya and how this compares to the UK</li> <li>• How Kenya is different/ similar to the UK and why</li> <li>• Why people in Kenya live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Hot and cold areas of the world	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What the North Pole, South Pole and Equator are</li> <li>• Where they are located on a globe and map</li> <li>• What the weather is like in each place</li> <li>• Where the people live in each place</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located the Equator on a map and globe</li> <li>• Located the North and South Poles on a map and a globe</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like in different regions of the Earth and why</li> <li>• Why people do/ do not live in certain areas</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Explore seasonal and daily weather patterns	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The names of the 4 seasons</li> <li>• When the 4 seasons occur</li> <li>• The seasonal weather patterns of the UK</li> <li>• The daily weather patterns of the UK</li> <li>• What to wear in different weather</li> <li>• How weather can affect where we might live in the UK</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Used observational skills to study daily weather patterns</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• How many seasons we have and when they occur</li> <li>• Why weather affects where people live</li> <li>• Why weather affects what people wear</li> </ul>

## Year 2/3 (Year A)

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify and use simple compass directions (North, South, East, West, Far, Near, Left, Right)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The 4 points of a compass</li> <li>• How to use a compass</li> <li>• How to use simple locational and directional language</li> <li>• How to give instructions to someone using locational and directional language</li> <li>• Where they live (South East of England, South Essex, North of London etc)</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Used a compass</li> <li>• Used simple locational and directional language</li> <li>• Used this language to describe the locations of features on a map</li> <li>• Used this language to describe where they live</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• How the location of something might affect its weather (North of the UK tends to be colder etc)</li> <li>• Why we use locational and directional language</li> <li>• When a compass might help them</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify the Human and Physical features (Aerial photos/ plan perspectives)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What aerial photos are</li> <li>• What plan perspectives are</li> <li>• What human features are</li> <li>• What physical features are</li> <li>• How to identify what is a human or physical feature</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Used aerial photos to locate different human and physical features</li> <li>• Used plan perspectives to identify different human and physical features</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> <li>• Identified where they live on an aerial photo</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• How things are classified into human or physical features</li> <li>• Why we have plan perspectives and how they are used</li> <li>• Why we have aerial photos and why they are used</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify the worlds continents and oceans using maps and globes	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The names of the 7 continents and where they are in the world</li> <li>• The names of the 5 oceans and where they are in the world</li> <li>• What the weather is like on each continent and how this compares to UK weather</li> <li>• Why certain continents are more dangerous to live on and why (earthquakes, mountains, deserts, jungles, animals)</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located the 7 continents on a globe and a map</li> <li>• Located the 5 oceans on a globe and a map</li> <li>• Compared landscapes of different continents.</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why landscapes are different across the world</li> <li>• Why the people of the world live where they do</li> <li>• How to use a globe and an atlas</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Compare the UK to a non-European Country (Nepal)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• Where Nepal is</li> <li>• What continent Nepal is on</li> <li>• What the weather is like in Nepal</li> <li>• How Nepal is similar/ different to the UK</li> <li>• What key human and physical features are in Nepal</li> <li>• Where the local people in Nepal live</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located Asia on a map and globe</li> <li>• Located Nepal on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like in Nepal and how this compares to the UK</li> <li>• How Nepal is different/ similar to the UK and why</li> <li>• Why people in Nepal live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Identify and locate mountains of the world	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What a mountain is and how it is different to a hill</li> <li>• What continents Mount Everest, Mount Kilimanjaro, Mount Fuji, Denali and Mount Blanc are on</li> <li>• What countries Mount Everest, Mount Kilimanjaro, Mount Fuji, Denali and Mount Blanc are in</li> <li>• Where Mount Everest, Mount Kilimanjaro, Mount Fuji, Denali and Mount Blanc are on a map</li> <li>• How mountains are formed</li> <li>• What the weather is like at different points on a mountain</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located Mount Everest, Mount Kilimanjaro, Mount Fuji, Denali and Mount Blanc on a map and on the globe</li> <li>• Used geographical and locational vocabulary to describe the mountains</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• What the weather is like at different points on a mountain and why</li> <li>• How mountains are formed and what classifies as a mountain</li> <li>• Why certain areas of the world have more mountains than others</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Fieldwork based on our local area	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What village, town, country and continent we live on/in</li> <li>• Where their village, town, country and continent are on a map/globe</li> <li>• What human and physical features are within their local area</li> <li>• What the climate of the local area is like</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located their village, town, country and continent on a map</li> <li>• Used geographical vocabulary to describe the local area</li> <li>• Presented the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• How to use different methods to present geographical data</li> <li>• How the local area is landscaped</li> <li>• Why it has been landscaped this way</li> </ul>

## Year 2/3 (Year B)

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
Identify and locate rivers of the world	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What a river is</li> <li>• What continents the River Nile, River Thames, Amazon River, Mississippi River and Whanganui River are on</li> <li>• What countries the River Nile, River Thames, Amazon River, Mississippi River and Whanganui River are in</li> <li>• Where the River Nile, River Thames, Amazon River, Mississippi River and Whanganui River are on a map</li> <li>• How rivers are formed</li> <li>• The names of different parts of the river</li> <li>• Why rivers are important</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located the River Nile, River Thames, Amazon River, Mississippi River and Whanganui River on a map and on the globe</li> <li>• Used geographical and locational vocabulary to describe the rivers and their locations</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How rivers are formed; where they come from and where they lead to</li> <li>• Why rivers are important in different aspects of life; fresh water, trade, transport and for nature</li> </ul>

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
Identify the human and physical features of the UK	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Key features of the UK including: Ben Nevis, The Jurassic Coast, Big Ben, Lake Windermere, Loch Ness, Giants Causeway, Stone Henge, Kings College, The Roman Baths</li> <li>• Whether these features are human or physical</li> <li>• The correct language to describe features (cliff, beach, town etc)</li> <li>• Where these features are on a map</li> <li>• Whether or not people live at these features</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located key features on a map of the UK</li> <li>• Used geographical and locational vocabulary to describe the key features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How different features are formed</li> <li>• Why some features are specific to the UK</li> <li>• What the difference between human and physical features is</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Volcanoes	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What continents Mount Fuji, Mount Etna, Mouna Loa, Mount Vesuvius and Mount Bromo are on</li> <li>• What countries Mount Fuji, Mount Etna, Mouna Loa, Mount Vesuvius and Mount Bromo are in</li> <li>• Where Mount Fuji, Mount Etna, Mouna Loa, Mount Vesuvius and Mount Bromo are on a map</li> <li>• How Volcanoes are formed</li> <li>• Why they only appear in certain areas of the world</li> <li>• What causes an eruption</li> <li>• What a tectonic plate is</li> <li>• How volcanic eruptions are measured</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located Mount Fuji, Mount Etna, Mouna Loa, Mount Vesuvius and Mount Bromo on a map</li> <li>• Used locational and directional language to the volcanoes</li> <li>• Used digital computer mapping to plot volcanoes of the world (<i>National Geographic map maker</i>)</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How volcanoes are formed</li> <li>• What happens when a volcano erupts</li> <li>• Why volcanoes form in certain areas of the world</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Comparing the UK to a non-European country (Japan)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where Japan is</li> <li>• What continent Japan is on</li> <li>• What the weather is like in Japan</li> <li>• How Japan is similar/ different to the UK</li> <li>• What key human and physical features are in Japan</li> <li>• Where the local people in Japan live</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located Asia on a map and globe</li> <li>• Located Japan on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• What the weather is like in Japan and how this compares to the UK</li> <li>• How Japan is different/ similar to the UK and why</li> <li>• Why people in Japan live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Earthquakes	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What causes an earthquake</li> <li>• What a tectonic plate is</li> <li>• Where earthquakes occur in the world</li> <li>• What to do in an earthquake</li> <li>• How earthquakes are measured</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located earthquake sites on a map</li> <li>• Used locational and directional language describe earthquake occurrences</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How and why earthquakes happen</li> <li>• Why they occur where they do</li> <li>• How to identify when an earthquake is taking place</li> </ul>

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
Caring for our world (climate change/pollution)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What pollution is</li> <li>• What climate change is</li> <li>• How humans are damaging the planet</li> <li>• How to care for our planet</li> <li>• What damages our planet</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located areas that are being damaged by climate change or humans (ice caps, amazon range forest)</li> <li>• Generate ideas on how to care for our planet</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• Why it is so important to care for our planet</li> <li>• What could happen if we don't look after our world</li> </ul>

## Year 4/5/6 (Year A)

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
Locate key countries of Europe including Russia	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• Where Europe is on a map</li> <li>• Where key countries in Europe are including: The UK, France, Italy, Germany, Poland, Russia, Ukraine, Norway and Spain.</li> <li>• How the weather differs across Europe</li> <li>• Where people live within these countries</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located Europe on a map</li> <li>• Located Key European countries on a map</li> <li>• Used geographical and locational vocabulary to describe the locations of the countries</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why the weather is different across Europe</li> <li>• How to locate countries on a map</li> </ul>

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
Locate major cities of countries in Europe including Russia (Parliaments)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What a parliament is</li> <li>• What countries the key parliaments of Europe are in (focusing on countries previously studied)</li> <li>• What cities each parliament is in</li> <li>• The human and physical features of each of these cities</li> <li>• How the rulings of each parliaments differ</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located Europe on a map</li> <li>• Located key cities within the countries studied on a map</li> <li>• Compared cities in Europe both politically and with regards to key features</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why countries have a parliament</li> <li>• How these parliaments are different and how they shape the way of life for their country</li> </ul>

	<b><i>Know</i></b>	<b><i>Do</i></b>	<b><i>Understand</i></b>
The Water Cycle	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• The meaning of condensation, evaporation and precipitation</li> <li>• How much of Earth is water</li> <li>• How water changes state (evaporation, condensation, melting, freezing)</li> <li>• Where in the world the water cycle occurs (everywhere!)</li> <li>• How water is treated to allow us to drink it</li> <li>• What pollutes water</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Created their own water cycle</li> <li>• Melted, frozen, evaporated and condensed water</li> <li>• Made accurate observations and recorded them appropriately</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• How the water cycle works</li> <li>• Why some products that enter the water cycle might be harmful</li> <li>• How to change the state of water</li> </ul>



	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Comparing the UK to a non-European country (Brazil)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where Brazil is</li> <li>• What continent Brazil is on</li> <li>• What the weather is like in Brazil</li> <li>• How Brazil is similar/ different to the UK</li> <li>• What key human and physical features are in Brazil</li> <li>• Where the local people in Brazil live</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located South America on a map and globe</li> <li>• Located Brazil on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• What the weather is like in Brazil and how this compares to the UK</li> <li>• How Brazil is different/ similar to the UK and why</li> <li>• Why people in Brazil live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Longitude/ Latitude	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What the Northern and Southern Hemispheres are</li> <li>• What the equator is</li> <li>• What longitude and latitude mean</li> <li>• Where the Northern &amp; Southern Hemispheres and the equator are on a map</li> <li>• What and where the tropics are</li> <li>• What the weather is like in these different areas</li> <li>• That the world has different time zones</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located the equator on a map and globe</li> <li>• Located the Northern and Southern Hemispheres on a globe and map</li> <li>• Located the tropics on a globe and map</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• That the Earth has different regions and how it is divided into these</li> <li>• That there are 24 time zones across the world and that they all start in England</li> <li>• Why the weather is different in each area of the world</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Fieldwork based on our local area (OS maps)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where they live</li> <li>• Where this is on a map</li> <li>• The 8 points of a compass</li> <li>• How to use a 4-figure grid reference</li> <li>• What the symbols on a map mean</li> <li>• What an ordnance survey map is</li> <li>• How to use an ordnance survey map</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Used an ordnance survey map to locate their home and other key features of the local area</li> <li>• Sketched a map of their local area</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How and when to use an ordnance survey map</li> <li>• How to successfully use the grid reference system</li> </ul>

## Year 4/5/6 (Year B)

	Know	Do	Understand
Locate key countries of North and South America	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• Where North and South America are on a map</li> <li>• Where key countries in The Americas are including: The USA, Canada, Mexico, Brazil, Argentina and Costa Rica</li> <li>• How the weather differs across The Americas</li> <li>• Where people live within these countries</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located North and South America on a map</li> <li>• Located key countries on a map</li> <li>• Used geographical and locational vocabulary to describe the locations of the countries</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why the weather is different across North and South America</li> <li>• How to locate countries on a map</li> </ul>

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Locate major cities of countries of North and South America (Rules of Law)	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• Where key cities in each of the key countries are</li> <li>• What law is</li> <li>• How laws are different in different countries/ cities</li> <li>• How cities enforce these laws</li> <li>• The human and physical features of each of these cities</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located North and South America on a map</li> <li>• Located key cities within the countries studied on a map</li> <li>• Studied the laws of each city/country</li> <li>• Compared the laws of each city/country</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why countries have rules of law</li> <li>• How these laws are different and how they shape the way of life for their country</li> </ul>

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Fairtrade	By the end of the unit children should know... <ul style="list-style-type: none"> <li>• What Fairtrade means</li> <li>• Which products are fairly traded</li> <li>• How Fairtrade works</li> <li>• How to identify Fairtrade products</li> <li>• What the benefits of Fairtrade are</li> </ul>	By the end of the unit children should have... <ul style="list-style-type: none"> <li>• Located producer countries on a map</li> <li>• Compared these countries to the UK</li> </ul>	By the end of the unit children should understand... <ul style="list-style-type: none"> <li>• Why Fairtrade is so important</li> <li>• What Fairtrade supports and why (producers getting fair prices for their products; protecting the environment; training for farmers; protecting worker's rights etc)</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Comparing the UK to a non-European country (Morocco)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where Morocco is</li> <li>• What continent Morocco is on</li> <li>• What the weather is like in Morocco</li> <li>• How Morocco is similar/ different to the UK</li> <li>• What key human and physical features are in Morocco</li> <li>• Where the local people in Morocco live</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located Africa on a map and globe</li> <li>• Located Morocco on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• What the weather is like in Morocco and how this compares to the UK</li> <li>• How Morocco is different/ similar to the UK and why</li> <li>• Why people in Morocco live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Global weather patterns	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What climate zones are</li> <li>• The climate zones include: Polar, Temperate, Mediterranean, Arid, Tropical and Mountain</li> <li>• Where in the world these climate zones are found</li> <li>• What Biomes are</li> <li>• That biomes include: Aquatic (Freshwater and Saltwater), Desert, Forest (Temperate Forests, Rainforests and Taiga Forests), Grassland and Tundra</li> <li>• Where in the world these biomes are found</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located different climate zones on a map and a globe</li> <li>• Located different biomes on a map and a globe</li> <li>• Studied the key features of each climate zone/biome</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• Why there are different climate zones on Earth</li> <li>• Why the weather is so different in each climate zone</li> <li>• How climate zones and biomes are linked</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Fieldwork based on our local area	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where they live</li> <li>• Where this is on a map (digital)</li> <li>• The 8 points of a compass</li> <li>• How to use a 4-figure grid reference</li> <li>• How to identify human physical features of their area</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Constructed a graph to display physical and human features of the local area</li> <li>• Used digital technology to locate their local area and it's physical and human features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How and when to use an ordnance survey map</li> <li>• How to successfully use the grid reference system</li> </ul>

## Year 4/5/6 (Year C)

	Know	Do	Understand
Locate and name counties and cities of the UK and geographical regions	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What a county is</li> <li>• How England is divided into regions (North West, North East, Yorkshire &amp; Humberside, West Midlands, East Midlands, East Anglia, South West &amp; South East)</li> <li>• Which counties are in each region</li> <li>• Key cities of the UK including: London, Manchester, Bath, Cambridge, York, Canterbury, Birmingham, Liverpool and Newcastle.</li> <li>• Where these regions and counties are on a map</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located different regions of the UK on a map</li> <li>• Located different counties on a map</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How and why the UK is divided the way it is</li> <li>• How to locate counties on a map</li> </ul>

	Know	Do	Understand
Identify key human and physical features of areas of the UK	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What the key human and physical features of the UK are</li> <li>• Where in the UK they are</li> <li>• How/ why they are there</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Identified human and physical features of the UK</li> <li>• Located these on a map and identified the county they are in</li> <li>• Identified key topographical features of the UK (including hills, mountains, coasts and rivers)</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How the landscape varies across the country and why</li> <li>• How to identify human and physical features of the UK</li> </ul>

	Know	Do	Understand
Geographical changes over time (UK)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• How land changes over time</li> <li>• Why land changes over time (technology, demand for housing and amenities, destruction- both naturally and due to causes such as fire or warfare etc)</li> <li>• When these changes have happened and why</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Compared past maps to present to understand differences in the land</li> <li>• Compared old and new photos to identify differences in the land</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• Why landscapes change and why</li> <li>• The benefits/disadvantages of geographical changes over time</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Comparing the UK to a non-European country (New Zealand)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• Where New Zealand is</li> <li>• What continent New Zealand is on</li> <li>• What the weather is like in New Zealand</li> <li>• How New Zealand is similar/ different to the UK</li> <li>• What key human and physical features are in New Zealand</li> <li>• Where the local people in New Zealand live</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Located Australia on a map and globe</li> <li>• Located New Zealand on a map and globe</li> <li>• Located the UK on a map and globe</li> <li>• Used basic geographical vocabulary to describe human and physical features</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• What the weather is like in New Zealand and how this compares to the UK</li> <li>• How New Zealand is different/ similar to the UK and why</li> <li>• Why people in New Zealand live where they do</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Compass points and Grid References	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What a compass is</li> <li>• How to use a compass</li> <li>• What grid reference is</li> <li>• Where/ when you would need to use the grid reference system</li> <li>• How to use the grid reference system</li> <li>• How compass points and grid references link</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Used a compass to identify the direction they are facing</li> <li>• Used grid references to locate different features on a map</li> <li>• Sketched a map, including accurate compass directions</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How grid references and compass directions are linked</li> <li>• How and when to use compass directions and grid references</li> </ul>

	<b>Know</b>	<b>Do</b>	<b>Understand</b>
Settlements and land use	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> <li>• What a settlement is</li> <li>• Who built our settlements</li> <li>• What settlers need</li> <li>• What makes a good settlement site</li> <li>• How land is used in settlements</li> <li>• How settlements are linked</li> </ul>	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> <li>• Identified different UK settlements on a map</li> <li>• Identified land use on a map</li> </ul>	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> <li>• How settlements in the UK came to be</li> <li>• The importance of links between settlements and who they are used by</li> </ul>