

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?)

Reception

EYFS Statutory Educational Programme: 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.

| Children in reception will be learning to: | |
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| Draw information from a simple map. | <ul style="list-style-type: none">• Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.• Familiarise children with the name of the road, and or village/town/city the school is located in.• Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.• Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. |
| Recognise some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none">• Teach children about places in the world that contrast with locations they know well.• Use relevant, specific vocabulary to describe contrasting locations.• Use images, video clips, shared texts and other resources to bring the wider world into the classroom.• Listen to what children say about what they see.• Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. |

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| <p>Explore the natural world around them</p> | <ul style="list-style-type: none"> • Provide children with have frequent opportunities for outdoor play and exploration. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. • Create opportunities to discuss how we care for the natural world around us. • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • After close observation, draw pictures of the natural world, including animals and plants. • Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. |
| <p>Describe what they see, hear and feel whilst outside.</p> | <ul style="list-style-type: none"> • Encourage focused observation of the natural world. • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside |
| <p>Recognise some environments that are different from the one in which they live</p> | <ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |

Year 1

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

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

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

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

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

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

Year 2/3 (Year A)

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

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

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

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

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

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

Year 2/3 (Year B)

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

| | <i>Know</i> | <i>Do</i> | <i>Understand</i> |
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| 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"> • 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 • Whether these features are human or physical • The correct language to describe features (cliff, beach, town etc) • Where these features are on a map • Whether or not people live at these features | <p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Located key features on a map of the UK • Used geographical and locational vocabulary to describe the key features | <p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How different features are formed • Why some features are specific to the UK • What the difference between human and physical features is |

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

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

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

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

Year 4/5/6 (Year A)

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

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

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

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

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

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

Year 4/5/6 (Year B)

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

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

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

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

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

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

Year 4/5/6 (Year C)

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

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

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

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

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

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