

Geography Curriculum Objectives 2022-2023

	R	1	2	3	4	5	6
<p>EYFS Framework / National Curriculum Objectives</p>	<p>The Natural World</p> <ul style="list-style-type: none"> To ask questions about the natural environment. To respect and care for the natural environments To know about and recognise the signs of Autumn To know about features of the world and Earth To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To learn about lifecycles of plants and animals To know about different habitats To know about and recognise the signs of Summer <p>People, Culture and Communities</p> <ul style="list-style-type: none"> To know that there are many countries around the world To know that simple symbols are used to identify features on a map To know that people around the world have different religions To know about features of the immediate environment. 	<p>Key stage 1</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • 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>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct symbols in a key • 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>Key stage 2:</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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. 				

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Year Group		1	2	3	4	5	6
	Maps	<p>Begin to use world maps, atlases and globes to identify countries</p> <p>Begin to use world maps, atlases and globes to identify the continents.</p> <p>Begin to use world maps, atlases and globes to identify the oceans and seas.</p> <p>Use locational and directional vocabulary to describe locations on maps</p> <p>Devise a simple map</p>	<p>Use world maps, atlases and globes to identify countries</p> <p>Use world maps, atlases and globes to identify the continents.</p> <p>Use world maps, atlases and globes to identify the oceans and seas.</p> <p>Use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map</p> <p>Devise a simple map and construct and use basic symbols in a key</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use maps, atlases, globes and digital/computer mapping to locate continents.</p> <p>Use world maps, atlases and globes to locate specific oceans and seas.</p> <p>Begin to describe features of locations when using maps, atlases, globes and digital/computer mapping'</p> <p>Understand symbols and keys to build their knowledge of the United Kingdom and the wider world</p> <p>Begin to use ordinance survey maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate a range of countries and describe features studied</p> <p>Use maps, atlases, globes and digital/computer mapping to locate all the continents with confidence.</p> <p>Use world maps, atlases and globes to locate specific oceans and seas with confidence.</p> <p>Describe features of locations when using maps, atlases, globes and digital/computer mapping</p> <p>Use symbols and keys including the use of Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p> <p>Use a map to plan a journey from my town/ city to another place in England. (TAKEN FROM FOCUS STICKY KNOWLEDGE)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate a range of geographical locations and describe features</p> <p>Describe features of locations when using maps, atlases, globes and digital/computer mapping and begin to make comparisons.</p> <p>Begin to use the eight points of a compass when using maps of the UK and wider world.</p> <p>Use four grid references when using maps of the UK and wider world.</p> <p>Use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate a range of geographical locations for a range of purposes.</p> <p>Describe features of locations when using maps, atlases, globes and digital/computer mapping and make comparisons.</p> <p>Use the eight points of a compass when using maps of the UK and wider world.</p> <p>Use four and six-figure grid references when using maps of the UK and wider world.</p> <p>Independently use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>
	Fieldwork	<p>Use simple observational skills to study the geography of the surrounding area, including key human and physical features using a range of methods</p>	<p>Confidently use observational skills to study the geography of the surrounding area, including key human and physical features using a range of methods.</p>	<p>Working in supported groups, use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>	<p>Independently use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p>	<p>Use fieldwork to observe, measure and, record human and physical features of locations using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use fieldwork to observe, measure, record and compare human and physical features of locations using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). (TAKEN FROM FOCUS STICKY KNOWLEDGE)</p>

<h1 style="text-align: center;">Knowledge</h1>		<h2 style="text-align: center;">Geographical Sticky Knowledge taken from Focus Education</h2>					
		<p style="text-align: center;">Place Knowledge</p> <p style="text-align: center;">Locational Knowledge</p> <p style="text-align: center;">Human and Physical Geography Knowledge</p>					
		<ul style="list-style-type: none"> I know the names of the four countries in the United Kingdom and locate them on a map. I can name and locate characteristics of the four countries of the UK I can name and locate characteristics of the capital city London. I can point to the equator, North and South Pole on an atlas and globe I know the four main directions on a compass are North; East, South and West. I know what I like and do not like about the place I live. I know about some of the features of an island and can describe them. I know that the UK is an island I can describe what an island is. I know where I live and tell someone my address. I keep a weather chart and answer questions about the weather. I know about some of the main things that are in hot and cold places such as the Amazon Rainforest. I know which clothes I would wear in hot and cold places. I know how the weather changes throughout the year and name the seasons. 	<ul style="list-style-type: none"> I can name the seven continents of the world and locate them on a map. I can name the world's five oceans and locate them on a map. I name the capital cities of England, Wales, Scotland and Northern Ireland. I can name and locate characteristics of the four countries (recap) and capital cities of the United Kingdom and I know the surrounding seas of the United Kingdom I know about the facilities that a village, town and city may need and can give reasons. I know how jobs may be different in other locations I can describe a place outside Europe using geographical words. I know what I like and do not like about China compared to Wellingborough. I know the key features of the Arctic and Antarctic from a picture. I can describe Arctic and Antarctic using geographical words. I can describe Madagascar using geographical words I can describe China using geographical words. I know the key physical features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I know key human features using words like city, town, village, factory, farm, house, office, port, harbour and shop. I know some human and physical features of where I live. 	<ul style="list-style-type: none"> I know the name of a number of countries in the northern hemisphere. I know the name of a number of countries in the southern hemisphere. I locate the Tropic of Cancer, the Tropic of Capricorn, equator and the Greenwich meridian on a map. I know whether a country is located in the Southern or Northern hemisphere I know that there are 48 countries in south America and I will be able to name at least 6 of them I know that there are 12 countries in Asia and I will be able to name at least 3 of them I know differences between an Indian city and Wellingborough. I know why people may choose to live in one place rather than another in relation to volcanoes. I know about and can describe the key aspects of earthquakes. I know about and can describe the key aspects of volcanoes I know about, locate and name some of the world's most famous volcanoes. I can describe the features of the Arabian sea. I know the human and physical features of India I know the human and physical features of where I lived compared to India 	<ul style="list-style-type: none"> I know how to find at least six cities in the UK on a map. I know about, name and locate some of the main islands that surround the United Kingdom. I know that there are 54 countries in Africa and I will be able to name some of them I can name and locate at least 3 rainforests around the world I can name the countries within the British Isles. I know the significance of the latitude and longitude and can locate countries using the co-ordinates I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. I can explain why people are attracted to live in cities (MOVED TO YEAR 4) I can name the layers of a rainforest I know how to research to discover features of villages, towns and cities and appreciate the differences I know the difference between the British Isles, Great Britain and the United Kingdom I can understand 3 main reasons why the rainforest and the animals within it are endangered. I know what a biome is and the features of the rainforest as one. I know about and can describe key aspects of settlements. I can name the layers of a rainforest as part of the biome's feature. 	<ul style="list-style-type: none"> I know, name and locate some capital cities of neighbouring European countries. I know what the European Union I know that 44 countries make up the European Union and I can name at least 5 of them. I know the capital city of at least six European countries I know where the United Kingdom is in relation to Europe. I know how time zones work and calculate time differences around the world. I can explain the similarities and differences between Europe and the United Kingdom human and physical features. I understand the geographical similarities and differences through the study of human and physical geography of a European country. I know why ports are important and the role they play in distributing goods around the world. I know about the course of a river. I know why most cities are situated by rivers I can name and locate at least 5 of the world's most famous rivers. I know and can describe the key aspects of deforestation I can explain how deforestation is effecting the earth I can explain why ice caps are melting and how this is linked to deforestation. I can compare the human and physical features of a European country to Wellingborough 	<ul style="list-style-type: none"> I can name and locate mountains in North America I know that The Alps stretches over 8 countries and I can name at least 4 of them. I know about, name and locate many of the world's most famous mountainous regions. I know about and can locate the Arctic and Antarctic on a map/globe. I know the climates of some mountain environments. I can locate the rivers surrounding the Arctic and Antarctic I know where the arctic and Antarctic circle is I can explain the similarities and differences between The Alps and a mountain in North America. I know why some places are similar and dissimilar in relation to their human and physical features I can explain the difference between the Arctic and Antarctic in relation to their physical features. I can describe and understand key aspects of mountains in relation to their physical features. I know how mountains are formed. I know and can explain the climates of the Arctic and Antarctic I can explain the differences between the Arctic and Southern Ocean compared to the other 3 oceans.

Redwell Geography Intent 2022 - 2023

Key Stage		Key Stage One		Key Stage Two			
Year Group		1	2	3	4	5	6
Autumn 1	Topic	My 5 Senses	Pirates	India	Africa	Macbeth	Woeful Wars
	Geography Focus	<u>Not taught this term</u>	Locational Knowledge	India	Villages, towns and cities in Africa.	European countries.	<u>Not taught this term</u>
	Knowledge & Understanding		<p>I can name the seven continents of the world and locate them on a map.</p> <p>I can name the world's five oceans and locate them on a map.</p> <p>I can name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>I know the surrounding seas of the United Kingdom</p> <p>I know some human and physical features of where I live (Wellingborough)</p>	<p>I know the name of a number of countries in the northern hemisphere.</p> <p>I know whether a country is located in the Southern or Northern hemisphere</p> <p>I know that there are 48 countries in Asia and I will be able to name at least 6 of them</p> <p>I locate the Tropic of Cancer, the Tropic of Capricorn, equator and the Greenwich meridian on a map</p> <p>I know the differences between an Indian city and Wellingborough.</p> <p>I know the human and physical features of India and Mumbai</p> <p>I know the human and physical features of where I lived compared to India</p> <p>I can describe the features of the Arabian sea.</p>	<p>I know that Africa is a continent that is made up for 54 countries and I will be able to name at least 3 of the countries.</p> <p>I know how to research to discover features of African villages, towns and cities and appreciate the differences by: - Knowing about different types of houses in Africa -knowing the difference between urban and rural Africa</p> <p>I know the areas of origin of the main ethnic groups in the United Kingdom and in Redwell Primary School.</p> <p>I can explain why people are attracted to live in cities</p>	<p>I know some of the countries that make up the European Union.</p> <p>I know, name and locate the capital cities of neighbouring European countries.</p> <p>I know the capital city of at least six European countries</p> <p>I know where the UK is in relation to Europe.</p> <p>I know how time zones work and calculate time differences around the world.</p> <p>Human and physical geography of European countries.</p> <p>I can compare the human and physical features of a European country to Wellingborough</p>	
	Skills		<p>Use world maps, atlases and globes to identify the seven continents</p> <p>Use world maps, atlases and globes to identify the fives oceans.</p> <p>Use world maps, atlases and globes to identify the capital cities: England, Ireland, Scotland and Wales.</p>	<p>Use maps, atlases, globes or digital/computer mapping to locate countries and describe features studied (India and the UK)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate the seven continents.</p> <p>Use world maps, atlases and globes to locate specific oceans and seas (5 oceans and 7 seas and Arabian sea).</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate all 7 continents with confidence.</p> <p>Working in supported groups to use digital technologies. To research the features of Africa.</p> <p>Working in supported groups to describe the differences between the African villages, towns and cities.</p>	<p>Use maps, atlases, globes or digital/computer mapping to locate a range of geographical locations of European countries.</p>	
	Key Vocabulary		<p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, village, Town.</p>	<p>Northern Hemisphere, Southern Hemisphere, Equator, country, India, Asia, Delhi, Mumbai, South America,</p>	<p>Africa, Countries, Village, town, cities, ethnic groups, feature, Urban, Rural, Population, attracted</p>	<p>Locate, European Union, Countries, United Kingdom, Atlas, Europe, continents, time zones, human features, physical features, peninsula, landmark</p>	
Assessment			Mini end of unit assessment				

Key Stage		Key Stage One		Key Stage Two				
Year Group		1	2	3	4	5	6	
Autumn 2	Topic	Explorers	Victorians	Stone Age	Rainforest	The Anglo-Saxons	Magnificent Mountains	
	Geography Focus	Rainforest			Rainforests		Mountains	
	Knowledge & Understanding	<p>I know about some of the features of an island and can describe them.</p> <p>I can describe what an island is</p> <p>I know about some of the main things that are in hot place such as the Amazon Rainforest.</p> <p>I know which clothes I would wear in hot places.</p>			<p>I can name and locate at least 3 rainforests around the world, including: The Amazon, The Congo and Daintree Rainforest</p> <p>I can understand 3 main reasons why the rainforest and the animals within it are endangered.</p> <p>I know what a biome is and the features of the rainforest as one.</p> <p>I can name the layers of a rainforest as part of the biome's feature.</p>		<p>I know about, name and locate many of the world's most famous mountainous regions.</p> <p>I can name and locate mountains in North America</p> <p>I know that The Alps stretches over 8 countries and I can name at least 4 of them.</p> <p>I know the climates of some mountain environments</p> <p>I can explain the similarities and differences between The Alps and a mountain in North America.</p> <p>I can describe and understand key aspects of mountains in relation to their physical features.</p> <p>I know how mountains are formed.</p>	
	Skills	<p>Use simple observational skills to study the geography of an Island, including key human and physical features using pictures. Photographs.</p> <p>Use simple observational skills to study the geography of The Amazon Rainforest, including key human and physical features using photographs.</p> <p>Use locational and directional vocabulary to describe locations on maps such as north, east, south and west.</p>	<u>Not taught this term</u>	<u>Not taught this term</u>	<p>Use maps, atlases, globes or digital/computer mapping to locate the countries that The Amazon, The Congo and Daintree Rainforest are in.</p> <p>Describe features of the locations if rainforests when using maps, atlases, globes and digital/computer mapping</p>	<u>Not taught this term</u>	<p>Use maps, atlases, globes and digital/computer mapping to locate a range of geographical locations for a range of purposes.</p> <p>Describe features of locations when using maps, atlases, globes and digital/computer mapping and make comparisons between the mountains</p>	
	Key Vocabulary	Amazon, Rainforest, island, features, clothes, North, East, South, West, directional, water, island, rivers, lakes, ponds, oceans, surrounded, size, small, climate, plants, animals, species, oxygen, hot, cooler, cotton, linen, loose, t-shirt, shorts, sandals, sun cream				The Amazon, The Congo and Daintree Rainforest, endangered, animals, biomes, countries, layers, Explores, rainfall, tropical, temperature, climate, species, undiscovered, ecosystem, leaf canopy, vines, deforestation.		Altitude, peaks, slopes, continent, The Alps. North America, Mountainous, Regions, countries, France, Switzerland, Monaco, Italy, Liechtenstein, Austria, Germany, and Slovenia, Mt. Everest, Mt. Anconcagua, Denali (Mt. McKinley), Mt Blanc, Mt Elbrus, Mt Kilimanjaro
	Assessment							

Key Stage		Key Stage One			Key Stage Two			
Year Group		1	2	3	4	5	6	
Topic		Fire! Fire!	China	Extreme Earth:	Fantastic Beasts	Raging Rivers	Vikings	
Geography Focus		Countries within the UK	A place outside of Europe (China)	Volcanoes and Earthquakes	Not taught this term	Rivers	Not taught this term	
Spring 1	Knowledge & Understanding	<p>I know the names of the four countries in the United Kingdom and locate them on a map (History Link)</p> <p>I know the four main directions on a compass are North, East, South and West.</p> <p>I can name and locate characteristics of the capital city London.</p> <p>I know that the UK is an island.</p>	<p>I know what I like and do not like about China compared to Wellingborough.</p> <p>I can describe China using geographical words.</p> <p>I know the key human features of China.</p> <p>I know the key physical features of China</p>	<p>I know why people may choose to live in one place rather than another in relation to volcanoes.</p> <p>I know about and can describe the key aspects of earthquakes.</p> <p>I know about and can describe the key aspects of volcanoes</p> <p>I know about, locate and name some of the world's most famous volcanoes.</p>				<p>I know about the course of a river.</p> <p>I can name and locate at least 5 of the world's most famous rivers.</p> <p>I know why most cities are situated by rivers.</p> <p>I know why ports are important and the role they play in distributing goods around the world</p>
	Skills	<p>Use locational and directional vocabulary to describe locations on maps such as north, east, south and west. When describing the location of London and how the fire spread.</p> <p>Begin to use world maps, atlases and globes to identify countries - London and to find out where the Great Fire of London took place.</p> <p>Use simple observational skills to study the geography of the UK, including key human and physical features using a range of methods</p>	<p>Confidently use observational skills to study the geography of Wellingborough and China, including key human and physical features using a range of methods.</p>	<p>Begin to describe features of locations of volcanoes and earthquakes when using maps, atlases, globes and digital/computer mapping'</p> <p>Understand symbols and keys to build their knowledge of the United Kingdom and the wider world</p>				<p>Use fieldwork to observe, measure and, record human and physical features of rivers using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>
	Key Vocabulary	<p>England, Ireland, Scotland, Wales, United Kingdom, London, Belfast, Edinburgh, Cardiff, Fire, Great, North, East, South, West, Compass, Cities</p>	<p>Europe, China, jobs, location, Wellingborough, Compare, Like, Dislike</p>	<p>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, Tectonic plates, Ring of Fire, epicentre, shock wave, magnitude</p>				<p>River, Ports, distributing, course</p>
	Assessment							

Year Group		1	2	3	4	5	6
Spring 2	Topic	How Does Your Garden Grow?	Arctic and Antarctic	Robots	Romans	The Ancient Greeks	Frozen Kingdoms
	Geography Focus	Countries within the UK	Arctic and Antarctic				North and south pole - Arctic and Antarctic
	End of Unit Knowledge & Understanding (Impact)	<p>I know the names of the four countries in the United Kingdom and locate them on a map.</p> <p>I can name and locate characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I know the four main directions on a compass are North; East, South and West.</p>	<p>I know the key features of the Arctic and Antarctic from a picture.</p> <p>I can describe Arctic and Antarctic using geographical words.</p>				<p>I know about and can locate the Arctic and Antarctic on a map/globe</p> <p>I can locate the rivers surrounding the Arctic and Antarctic</p> <p>I know where the Arctic and Antarctic circle is</p> <p>I can explain the difference between the Arctic and Antarctic in relation to their physical features</p> <p>I know and can explain the climates of the Arctic and Antarctic</p> <p>I can explain the differences between the Arctic and Southern Ocean compared to the other oceans.</p>
	Skills	<p>Begin to use world maps, atlases and globes to identify countries.</p> <p>Begin to use world maps, atlases and globes to identify the continents.</p> <p>Begin to use world maps, atlases and globes to identify the oceans and seas.</p>	<p>Confidently use observational skills to study the geography of the surrounding area, including key human and physical features of the Arctic and Antarctica using a range of methods.</p>	<u>Not taught this half term</u>	<u>Not taught this half term</u>	<u>Not taught this half term</u>	
	Key Vocabulary	<p>England, Ireland, Scotland, Wales, United Kingdom, London, Belfast, Edinburgh, Cardiff, Fire, Great, North, East, South, West, Compass, Cities</p>	<p>Arctic, Antarctica, Glaciers, plains, Ice, snow, rivers, sea, polar bears, ice sheet, mountains, valleys, penguins, Ice shelves, Southern Ocean</p>				<p>Valleys, glaciers, seas, mountains, volcanoes , Mountains, Fjords, islands, plateaus, Antarctica, Arctic, North pole., South Pole, climate, rivers, Arctic circle, Sothern Ocean, Arctic Ocean, Physical features, climate, rivers</p>
	Assessment						

Year Group		1	2	3	4	5	6
Summer 1	Topic	Toy Story	Castles	Chocolate - Bean to Bar	Tudors	Space	British Empire
	Geography Focus			Northern and Southern Hemisphere. Tropic of Cancer and Tropic of Capricorn			
	End of Unit Knowledge & Understanding (Impact)			<p>I can locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.</p> <p>I know whether a country is located in the Southern or Northern hemisphere.</p> <p>I know the name of at least 5 countries in the northern hemisphere.</p> <p>I know the name of at least 5 countries in the southern hemisphere.</p> <p>I know that there are 12 countries in south America and I will be able to name at least 3 of them</p>			
	Skills	Not taught this half term	Not taught this half term	<p>Use maps, atlases, globes and digital/computer mapping to locate countries in the northern and southern hemisphere</p> <p>Using a map to locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian</p> <p>Begin to describe features of locations when using maps, atlases, globes and digital/computer mapping'</p> <p>Begin to use ordinance survey maps.</p>	Not taught this half term	Not taught this half term	Not taught this half term
	Key Vocabulary			Northern, Southern, hemisphere, Greenwich, meridian, Tropic of Cancer, Tropic of Capricorn, Equator Asia, Africa, North America, South America, Australia			
	Assessment						

Year Group		1	2	3	4	5	6
Summer 2	Topic	What a Wonderful World (Gambia)	Madagascar	Ancient Egypt	Urban Life and Diversity	Endangered Earth	Mayans
	Geography Focus	UK and Gambia	Islands		Settlements	Deforestation	
	End of Unit Knowledge & Understanding (Impact)	<p>I know where I live and tell someone my address.</p> <p>I know what I like and do not like about the place I live.</p> <p>I know about some of the features of an island</p> <p>I can describe the features of UK as an island</p> <p>I can name and locate the surrounding seas of the UK.</p> <p>I know that the UK is an island.</p> <p>I can describe the features of UK as an island</p> <p>I know which clothes I would wear in hot and cold places.</p> <p>I know about some of the main things that are in hot and cold places.</p> <p>I know the four main directions on a compass are North, East, South and West. (maps/quest).</p> <p>I can point to the equator, North and South Pole on an atlas and globe.</p>	<p>I can describe Madagascar using geographical words.</p> <p>I know how jobs may be different in other locations (Madagascar)</p> <p>I know what I like and do not like about a place that is different to the one I live in (Madagascar)</p> <p>I know about the facilities that a village, town and city may need and can give reasons (Madagascar)</p> <p>What is an Island (RECAP FROM YEAR 1)</p>		<p>I know how to find at least six cities in the UK on a map (including: Milton Keynes, Leicester, London, Liverpool, Manchester, Bristol)</p> <p>I can name the countries within the British Isles.</p> <p>I know about, name and locate some of the main islands that surround the United Kingdom</p> <p>I know how to research to discover features of villages, towns and cities and appreciate the differences within our country and why people would choose to live in them.</p> <p>I know the difference between the British Isles Great Britain and the United Kingdom</p>	<p>I know where deforestation is happening the most in the world</p> <p>I know and can describe the key aspects of deforestation</p> <p>I can explain how deforestation is affecting the earth</p> <p>I can explain why ice caps are melting and how this is linked to deforestation.</p>	
	Skills	<p>Use locational and directional vocabulary to describe locations on maps</p> <p>Devise a simple map</p>	<p>Use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map</p>		<p>Use a map to plan a journey from my town/ city to another place in England (Wellingborough to Leicester, Milton Keynes and/or London)</p> <p>Use symbols and keys including the use of Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p>	<p>Begin to use the eight points of a compass when using maps of the UK and wider world.</p> <p>Use four grid references when using maps of the UK and wider world.</p> <p>Use Ordnance Survey maps, to build their knowledge of the United Kingdom and the wider world</p> <p>Describe features of locations when using maps, atlases, globes and digital/computer mapping and begin to make comparisons.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate a range of geographical locations for a range of purposes</p>
	Key Vocabulary	<p>North, east, south, west, compass, equator, hot, cold, pole, atlas, globe North, East, South, West, Compass, Cities, Cardinal, Directions, English Channel, North sea, Irish Sea, Atlantic Ocean, bordered, water, surrounded, continents, island, North, South, Pole, Equator</p>	<p>Europe, jobs, locations, Madagascar</p>		<p>Cities, village, town, United Kingdom, origin, map, atlas, England, Ireland, Scotland, Wales, Northern Ireland, Town, Village, City, British Isles, Milton Keynes, Leicester, London, Liverpool, Manchester, Bristol, Island, settlement</p>	<p>Deforestation, Earth, Ice Caps, Melting, Destroy, global warming, climate, change, Nigeria, Africa, forests, trees, carbon dioxide, droughts, soil erosion, habitat, plants, animals</p>	
Assessment							