



# Geography at Wolsingham Primary School



Year 1			
	Term 1	Term 2	Term 3
<b>Title</b>	<p><b>Our School</b></p> <p>A fieldwork Study of the school and its grounds and the key human and physical features of surrounding environment.</p>	<p><b>Rain or Shine?</b></p> <p>A study of seasonal and daily weather patterns in the UK.</p>	<p><b>Where in the World?</b></p> <p><b>UK / British Isles*</b></p> <p>Including capital cities</p>
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>Key human features, including: settlement, land use, city, town, village, school, home, farm, house, address, office and shop.</li> <li>Key physical features, including: weather, hill, river, valley</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school.</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather in the United Kingdom.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical and human features, including: Earth, island, land, coast, forest, hill, sea, ocean, river, city, country, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, North Sea, Atlantic Ocean, Irish Sea, English Channel. Direction, north, east, south, west</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use maps to locate the four countries of the UK, their capital cities and surrounding seas.</li> </ul>

	<ul style="list-style-type: none"> <li>Use photographs and maps to identify features.</li> <li>Draw basic maps including appropriate symbols and pictures to represent places or features.</li> </ul>		
<b>Year 2</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Title</b>	<b>Where in the World?</b> <b>The Continents*</b> Including oceans and seas	<b>Poles Apart</b> A study and contrast of the North and South Pole including human and physical characteristics and historical expeditions.	<b>Where shall we go?</b> Comparing places and geographical features. Contrast an area of the UK and an area of a non-European country.
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, Earth, land, continent, ocean, sea, river, Equator, names of oceans, Indian, Atlantic, Pacific Arctic and Southern.</li> <li>Use basic geographical vocabulary to refer to: key human features, city, landmark, Europe, Asia, Oceania, Africa, Antarctica, North, America and South America</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied.</li> <li>Locate and name on a world map and globe the seven continents and five oceans.</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of the polar regions and desert areas.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key physical features, including: Earth, poles, Equator, desccontinent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognize landmarks and basic physical features.</li> <li>Use simple compass directions (North, South, East, West).</li> <li>Locate on a globe and world map the</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and a contrasting non-European country.</li> </ul> <p><b>To communicate geographically:</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, coast, cliff, forest, hill, mountain, ocean, river, valley, vegetation and weather.</li> <li>Key human features, including: city, town, village, factory, farm, house, road</li> <li>World, continent, location, compass point, North, South, East, West</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (North,</li> </ul>

		hot and cold areas of the world including the Equator and the North and South poles.	South, East, West). <ul style="list-style-type: none"> <li>Use and construct basic symbols in a key.</li> </ul>
<b>Year 3/4 A</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Title</b>	<b>Where in the World?</b> <b>Cities in the UK and around the world</b> Including locational knowledge e.g. capital cities, tropics, hemispheres etc.	<b>The Power of Water</b> A study of rivers including their formation, location, threats and effects.	<b>Durham – Who is in Durham and why?</b> A fieldwork Study of Durham and the key human and physical features of surrounding environment.
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: biome, settlement, country, Europe, continent, river, mountain, fjord, landmark, city, population, capital city, dense/sparse</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: country, region, hills, river, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition, energy, power, transport, employment, resources.</li> <li>Describe key aspects of <b>physical geography</b>, including: rivers and mountains and <b>human geography</b>, including settlements and land use.</li> <li>Explain own views about locations, giving reasons.</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Identify features on an aerial photograph, digital or computer map.</li> <li>Locate places on a range of maps (variety of scales).</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including: climate, vegetation belts, rivers, hills, valleys, woodland, and fell.</li> <li>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources (quarries and mines) and water supplies.</li> </ul>

	<ul style="list-style-type: none"> <li>Locate Europe of a large scale map or globe.</li> <li>Name and locate the countries in Europe (including Russia) and their capital cities.</li> </ul>		<p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Follow a short route on an OS map.</li> <li>Describe the features shown on an OS map.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
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**Year 3/4 B**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Title</b>	<p><b>Is the UK the same everywhere?</b> Develop locational knowledge of the UK, including counties, major towns/cities, physical features and some human features.</p>	<p><b>Where in the World?</b> <b>Europe*</b> Including locational knowledge e.g. capital cities, tropics, hemispheres etc.</p>	<p><b>Shakes and Eruptions</b> A study of volcanoes and earthquakes including their formation, location, threats and effects.</p>
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe key aspects of: <b>physical geography</b>, including: rivers, lakes, mountains, weather, coastline</li> <li>Describe key aspects of: <b>human geography</b>, including: settlements, capital city, counties, regions, land use and landmarks.</li> <li>Use the eight points of a compass,</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: tectonic plates, plate boundaries, volcano, eruption, magma, ash, gas, vent, cone, crater, lava flow, Earthquake, vibration, fault, epicenter, Richter scale, tremor, seismic</li> <li>Describe and understand key aspects of: human geography, including:</li> </ul>

	<p>four-figure grid references, symbols and key to communicate knowledge of the United Kingdom.</p> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Locate places using a range of maps including OS and digital.</li> <li>Begin to match boundaries (e.g. find the same boundary of a country on different scale maps).</li> <li>Use four-figure grid references and letter/number co-ordinates to identify features on a map.</li> <li>Locate the UK on a variety of different scale maps.</li> <li>Name and locate the counties and cities of the UK.</li> <li>Create a simple scale drawing.</li> <li>Use standard symbols and understand the importance of a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: biome, settlement, country, Europe, continent, river, mountain, fjord, landmark, city, population, capital city, dense/sparse</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Locate Europe of a large scale map or globe.</li> <li>Name and locate the countries in Europe (including Russia) and their capital cities.</li> </ul>	<p>settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>To identify the position and significance of lines of longitude and latitude.</li> <li>Draw a sketch map using symbols and a key.</li> <li>Find and recognise places on maps of different scales.</li> </ul>
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**Year 4/5 A**

	Term 1	Term 2	Term 3
<b>Title</b>	<p><b>Where in the World?</b> <b>Africa*</b></p> <p>Including locational knowledge e.g. capital cities, tropics, hemispheres etc.</p>	<p><b>Humans and Our Earth: An Ongoing Adventure or a Tragedy?</b></p> <p>A study into the causes, effects and implications of global warming including rainforests.</p>	<p><b>The River Wear</b></p> <p>A fieldwork Study of the River Wear and the key human and physical features of surrounding environment.</p>
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Africa and identify their main physical and human characteristics.</li> <li>Use a range of resources to identify the key physical and human features of a</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p><b>To investigate patterns:</b></p>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe how the locality of the school</li> </ul>



	<p>location.</p> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: biome, settlement, country, Africa, continent, river, mountain, landmark, city, population, capital city, dense/sparse</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Locate Africa of a large scale map or globe.</li> <li>Name and locate the countries in Africa and their capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>To identify the position and significance of lines of longitude and latitude.</li> <li>Draw a sketch map using symbols and a key.</li> </ul>	<p>has changed over time.</p> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe key aspects of: <b>physical geography</b>, including: rivers, hills, country, region, tributary, source, mouth, estuary</li> <li>Describe key aspects of: <b>human geography</b>, including: settlements, town, city, transport, employment, land use.</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Locate places on a range of maps (variety of scales).</li> <li>Follow a route on a large scale map.</li> <li>Begin to use eight points of a compass and four figure grid references to identify features on a map.</li> <li>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</li> <li>Draw a sketch map from a high view point.</li> </ul>
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**Year 4/5 B**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Title</b>	<p><b>Where in the World?</b> <b>The Americas*</b></p> <p>Including locational knowledge e.g. capital cities, tropics, hemispheres etc.</p>	<p><b>What shapes my world?</b></p> <p>Processes and key features shaping places and human experiences. Focus on weather, water, tectonics, biomes and climate zones.</p>	<p><b>Sao Paulo! What do places have in common?</b></p> <p>Comparing a region in South America with a region in the UK. Focus on human and physical features, village/city/lifestyle.</p>
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, focus on North and South America.</li> <li>Name and locate countries and cities of the Americas and their identifying</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate some countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Analyse and give views on the</li> </ul>

	<p>human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Compare maps with aerials photographs.</li> <li>Select a map for a specific purpose.</li> </ul>	<p>topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use Geographically vocabulary such as; process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, Earth's crust, biomes, climate zones, the equator, tropics, vegetation, soil., erosion</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Begin to use atlases to find out other information (e.g. temperature).</li> <li>Find and recognise places on maps of different scales.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Use Geographically vocabulary such as; biomes, climate zones, the equator, tropics, hemisphere, longitude, latitude, sub/tropical, terrain, import, export, leisure, rainfall, resources, rainforest, urban/ urbanisation, population, flora, fauna, vegetation, networks, minerals, energy</li> </ul> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>Begin to use atlases to find out other information (e.g. temperature).</li> <li>Find and recognise places on maps of different scales.</li> <li>Select a map for a specific purpose.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>Draw a sketch map using symbols and a key.</li> <li>Use and recognise OS map symbols regularly.</li> </ul>
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	<ul style="list-style-type: none"> <li>Begin to use atlases to find out other information (e.g. temperature).</li> <li>Find and recognise places on maps of different scales.</li> </ul>		<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> </ul>
<b>Year 6</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Title</b>	<b>Where in the World?</b> <i>Asia/ Oceania*</i> Including locational knowledge e.g. capital cities, tropics, hemispheres etc.	<b>A Natural Disaster or a Wake Up Call?</b> A study and comparison of natural disasters in recent years.	<b>Weardale</b> A fieldwork Study of Weardale and the key human and physical features of surrounding environment including changes over time.
	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Asia and Oceania and identify their main physical and human characteristics.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>To develop map skills:</b></p>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Use Geographically vocabulary such as; biomes, climate zones, the equator, tropics, hemisphere, longitude, latitude, sub/tropical, terrain, import, export, leisure, rainfall, resources, rainforest, urban/ urbanisation, population, flora, fauna, vegetation, networks, minerals, energy, volcanoes, earthquakes, tectonic plates, Richter scale, tornadoes, hurricanes, cyclones,</li> </ul>	<p><b>To investigate places:</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul> <p><b>To investigate patterns:</b></p> <ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>To communicate geographically:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography including: climate, vegetation belts, rivers, hills, valleys, woodland, and fell.</li> <li>Describe and understand key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources</li> </ul>



	<ul style="list-style-type: none"> <li>• Use atlases to find out data about other places.</li> <li>• Use 8 figure compasses, begin to use 6 figure grid references.</li> <li>• Use lines of longitude and latitude on maps.</li> <li>• Locate the world's countries on a variety of maps, including areas studied throughout the Key Stages.</li> </ul>	<p>typhoons, wildfire, tsunami, flooding, flood plain.</p> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>• Use atlases to find out data about other places.</li> <li>• Locate the world's countries on a variety of maps, including areas studied throughout the Key Stages.</li> </ul>	<p>(quarries and mines) and water supplies (Tunstall Reservoir).</p> <p><b>To develop map skills:</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Follow a short route on an OS map.</li> <li>• Describe the features shown on an OS map.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
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