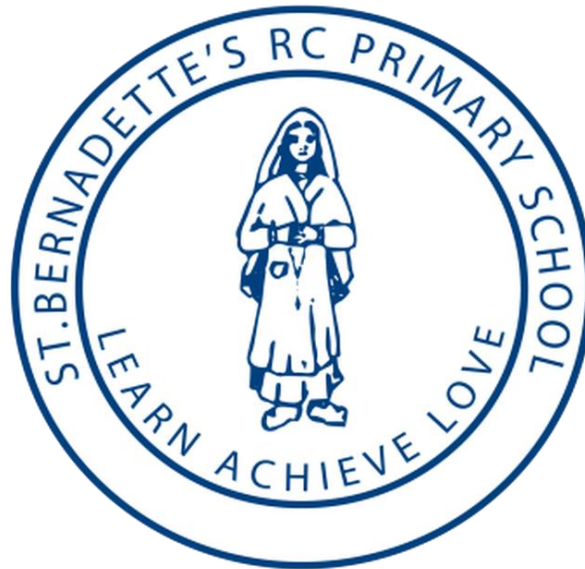


ST BERNADETTE'S RC PRIMARY SCHOOL



GEOGRAPHY CURRICULUM



Intent

At St Bernadette's, we strive for a Geography curriculum that inspires our children to be curious and passionate geographers. We encourage children to explore and ask questions about the people and world around them, to develop their knowledge and understanding of human and physical features, alongside new skills. We believe that making these connections empowers our children to recognise worldwide challenges and appreciate their role in ensuring a sustainable future.

Our children begin learning about Geography in our Early Years unit and content is carefully designed to be engaging, accessible and inclusive. Each key stage builds on previous skills and knowledge to ensure progress, as children journey through our school.

We make connections through a topic based, cross-curricular approach and look for opportunities to take learning outside, allowing children to travel the world from their classroom and get practical real-life experiences. Children are made aware of Geography as a discrete subject to help them understand what it is and the skills they are learning. We deepen knowledge by linking and revisiting areas of learning across topics, so that children will remember more, know more, and understand more.



St Bernadette's RC Primary School
Geography Curriculum



EYFS

NURSERY

AUTUMN

OUR SCHOOL

Where in the World is our school?

Autumn Walk

- Becomes familiar with features of our school environment in Autumn.
- Begins to describe features of the natural world within our school environment
- Comment and ask questions about aspects of their familiar world e.g. where they live, our school environment.
- Begins to make imaginative and simple 'small worlds' with blocks.

Christmas celebrations

- Starts to notice differences between people and cultures around the world through the celebrations of Advent/Diwali/Hanukah.
- Use photos and images to compare their life to life in other countries using our celebrations theme.
- Begin to use positional language e.g. e.g. in front, on top, next to, behind

SPRING

HOT AND COLD PLACES

Where is it hot & cold?

Winter Walk

- Becomes familiar with features of our school environment in Winter.
- Describes, with more familiarity, features of the natural world within their school environment.
- Listens and responds to simple instructions.
- Begins to describe their immediate environment using knowledge they have gained from observations, discussions and stories.
- Know some similarities & differences between their immediate environment and a contrasting environment - hot & cold places
- Notice differences between people – Chinese New Year celebrations
- Use photos and images to compare their life to life in other countries – China.

Spring Walk

- Become familiar with features of their school environment during Spring.
- Uses positional language e.g. e.g. in front, on top, next to, behind with more confidence.
- Comments and ask questions about aspects of their familiar world linked to seasonal changes.
- Knows there are different countries in the world linked to nursery rhymes from around the world.

SUMMER

OUR OUTDOOR AREA

What is in our outdoor area?

Summer Walk

- Talk about the different parts of the local community including the occupations & settings of people who help us e.g. Police Station, Fire Station.
- Find out about the environment by talking to people, examining photographs and visiting local places.
- Securely uses positional language such as in front, on top, next to, behind.
- Names some landmarks within the local environment e.g. the Church, Morrison's, Fire Station
- Make complex 'small worlds' e.g. a farm, a roadway
- Describe features of the natural world within their school environment, e.g. playground, field, road, fence, shop, house.
- Become familiar with features of their school environment during the summer season.
- Comment and ask questions about aspects of their immediate environment.
- Describes their immediate environment using knowledge from observation, discussion, and stories
- Explore and respond to different natural phenomena in their setting
- Knows there are different countries in the world and can name some that they are familiar with, e.g. holiday countries, Paddington Bear.



St Bernadette's RC Primary School
Geography Curriculum



RECEPTION		
AUTUMN	SPRING	SUMMER
<p>WHERE I LIVE <i>Where do I live?</i> Autumn Walk</p> <ul style="list-style-type: none">- Begin to name some features of their school environment during the autumn season.- Follow simple directions- Begin to talk about members of their community and develop an awareness of their own, immediate culture.- Describe features of the natural world within their school environment, e.g. playground, field, classroom, hall, music room.- Orientation of immediate environment.- Begin to describe features of different cultural events around the world, e.g. Diwali.- Recognise that people celebrate special times in different ways e.g. Diwali, Hanukah, Christmas- Explore the natural world and begin to identify physical features that effect hibernation and migration etc.	<p>ARCTIC LANDS <i>Where in the World are there Arctic Lands?</i> Winter Walk</p> <ul style="list-style-type: none">- Begin to name some features of their school environment during the winter season.- Follow simple directions- Talks about features of other places such as Polar Regions. Comparing to their own environment.- Becomes familiar with a globe and where on the globe:<ul style="list-style-type: none">✓ They live✓ Arctic areas- Barnaby Bear - Understand that some places are special to members of their community and describe features of the natural world around them, e.g. playground, field, road, fence, shop, house- Looks at maps and identifies simple features, e.g. roads, water, fields.- Draws simple maps of real/fictional places e.g. Lost & Found <p>Spring Walk</p> <ul style="list-style-type: none">- Begin to name some features of their school environment during the spring season.- Follow simple directions- Describes a journey within the local environment e.g. my journey to school using geographical vocab e.g. I walk/drive past Morrison's, the park, the Church, a post-box.- Identify water/land on maps & globes- Looks at maps for fairy tales and familiar books, identifying simple features, e.g. roads, water, fields, houses	<p>WHAT A WONDERFUL WORLD! <i>Where in the World is Barnaby Bear?</i> Summer Walk</p> <ul style="list-style-type: none">- Show care and concern for living things and the environment: natural world around us- Draws simple maps of real/fictional places e.g. a treasure map.- Begins to use 2 point grid references in Maths and provision, e.g. A4- Identify buildings, roads, grass, water and land on aerial photos- Know that we live in a country called England and that this is part of an island made up of four countries- Barnaby Bear's travels around the World. (Knows about other countries in the world).- Show care and concern for living things and the environment: How can we take care of our wonderful world?- Becomes familiar with a globe and where Bangladesh is on the globe in relation to the UK (where they live).- Know some similarities & differences between their immediate environment and a contrasting environment e.g. Africa.- Talks about features of other places such as Africa.- Uses photos and images to compare their life to life in other countries (Africa).



St Bernadette's RC Primary School

Geography Curriculum



KEY STAGE 1		
Working as Geographers in Key Stage 1		
KEY STAGE 1 YEAR A		
AUTUMN	SPRING	SUMMER
<p><u>MARVELLOUS MANCHESTER</u> Why is Whitefield wonderful? Local area walk</p> <p><u>Locational knowledge</u></p> <p>1.2 Name, locate and identify characteristics of the four countries and capital cities in UK, with a focus on Manchester, Bury and Whitefield.</p> <p><u>Human and physical geography</u></p> <p>3.1 Identify seasonal and daily weather patterns in the United Kingdom</p> <p>3.2 Use basic geographical vocabulary to refer to:</p> <p>a) key physical features, including: forest, hill, mountain, field, river, soil, vegetation and weather.</p> <p>b) key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.3 Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area; devise a simple map; and use and construct basic symbols in a key.</p> <p>4.4 Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p><u>UNITED KINGDOM</u> Why is Britain Great? Virtual UK fieldtrip</p> <p><u>Locational knowledge</u></p> <p>1.2 Name, locate and identify characteristics of the four countries and capital cities in UK and surrounding seas.</p> <p><u>Place knowledge</u></p> <p>2.1 Understand geographical similarities and differences through studying and comparing the human and physical geography of England, Ireland, Scotland and Wales.</p> <p><u>Human and physical geography</u></p> <p>3.2 Use basic geographical vocabulary to refer to:</p> <p>a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>b) key human features, including: city, town, village, factory, farm, port, harbour, house, office and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use world maps, atlases and globes to identify the UK and its countries. Identifying its location in the continent of Europe.</p> <p>4.2 Use simple compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map, e.g. following a route to different UK capital cities or countries.</p> <p>4.3 Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area; devise a simple map; and use and construct basic symbols in a key.</p>	<p><u>FABULOUS FARMS</u> How do farms help us? Farm visit</p> <p><u>Place knowledge</u></p> <p>2.1 Understand geographical similarities and differences through studying the human and physical geography of a local farm and a farm in Asia, such as a rice paddy.</p> <p><u>Human and physical geography</u></p> <p>3.1 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 e.g. Asia/ China is near the equator and UK is further away; identify how seasonal and daily weather affects farming.</p> <p>3.2 Use basic geographical vocabulary to refer to:</p> <p>a) key physical features, including: field, hill, coast, river, soil, valley, vegetation season and weather.</p> <p>b) key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use world maps, atlases and globes to identify the UK and the continent of Asia.</p> <p>4.2 Use simple compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map, e.g. travelling to different landmarks on the farm.</p> <p>4.3 Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key.</p>



St Bernadette's RC Primary School
Geography Curriculum



KEY STAGE 1 YEAR B		
AUTUMN	SPRING	SUMMER
<p>CONTINENTS AND OCEANS What are the Seven Wonders of the World? Autumn Walk Virtual world Tour</p> <p><u>Locational knowledge</u> 1.1 Name and locate the world's seven continents and five oceans, e.g. Create a jigsaw map, placing continents and oceans in correct locations</p> <p><u>Human and physical geography</u> 3.1 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, e.g. Antarctica is cold because it is on the South Pole.</p> <p>3.2 Use basic geographical vocabulary to refer to: a) key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. b) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use world maps, atlases and globes to identify the United Kingdom the countries within the 7 continents and 5 oceans studied.</p> <p>4.2 Use simple compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map, e.g. following a route from continents or to find hot/ cold places.</p>	<p>AMAZING AFRICA Are you wild about Africa? Winter Walk & Knowsley Safari Park</p> <p><u>Locational knowledge</u> 1.1 Name and locate the world's seven continents and five oceans – identify Africa and that its surrounded by the Mediterranean Sea, the Red Sea, the Indian Ocean, and the Atlantic Ocean.</p> <p><u>Place Knowledge</u> 2.1 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, e.g. compare and contrast where we live (Whitefield) and a Kenyan Maasai village</p> <p>3.1 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, e.g. Africa sits on the equator and is hot.</p> <p>3.2 Use basic geographical vocabulary to refer to: a) key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. b) key human features, including: city, town, village, factory, farm, house, office and shop</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use world maps, atlases and globes to identify the United Kingdom the countries within the 7 continents and 5 oceans studied – Recap: where is Africa? Where is Europe?</p> <p>4.4 Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p>	<p>SUROUNING THE SEASIDE What is it like to be beside the sea? Spring /Summer Walk Rock pool experience/ Blackpool beach</p> <p><u>Locational knowledge</u> 1.2 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Do we live near a beach/ sea?</p> <p><u>Human and physical geography</u> 3.1 Identify seasonal and daily weather patterns in the United Kingdom, refer to north and south being warmer/ colder.</p> <p>3.2 Use basic geographical vocabulary to refer to: a) key physical features, including: beach, coast, cliff, mountain, sea, ocean and weather. b) key human features, including: city, town, village, factory, house, office, port, harbour and shop, e.g. create a seaside painting in the style of Rebecca Lardner.</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use world maps, atlases and globes to identify the United Kingdom and its countries. Where is the seaside?</p> <p>4.2 Use simple compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Where is the beach/ sea? Where is the treasure?</p> <p>4.3 Use aerial images and plan perspectives to recognise landmarks and basic human and physical features; devise a simple treasure map; and use and construct basic symbols in a key.</p>



LOWER KEY STAGE 2		
Working as Geographers in Lower Key Stage 2		
LOWER KEY STAGE 2 YEAR A		
AUTUMN	SPRING	SUMMER
<p>WEATHER & CLIMATE What's the difference between weather and climate?</p> <p><u>Locational knowledge</u></p> <p>1.2 Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle, with a focus on weather and climate.</p> <p>b) human geography, including: settlements and land use.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 4- figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world.</p> <p>4.3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch, maps plans and graphs, and digital technologies.</p>	<p>SUNNY SPAIN Where in the world is Spain?</p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on Europe – specifically name and locate Spain. Concentrating on Spain's environmental regions, key human characteristics and major cities.</p> <p><u>Place knowledge</u></p> <p>2.1 Understand geographical similarities and differences through the study of human geography of a region of the UK and a region in a European country by comparing Spain and UK, e.g. weather, homes, food, language etc.</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and land use.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 4- figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world, e.g. locate volcanoes on a map.</p>	<p>EARTHQUAKES & VOLCANOES How does the Earth shake, rattle and roll?</p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on Europe – specifically Italy and Pompeii. Concentrating on Italy's environmental regions, key physical and human characteristics and major cities.</p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: volcanoes and earthquakes and the water cycle. E.g. study the physical features of a volcano, design and create a 3D model.</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water, e.g. the Roman empire and the power of its army due to transport and protective armour.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.2 Use the eight points of a compass, 4- figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world, e.g. locate volcanoes on a map.</p> <p>4.3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



St Bernadette's RC Primary School

Geography Curriculum



LOWER KEY STAGE 2 YEAR B		
AUTUMN	SPRING	SUMMER
<p>MY WORLD & ME Who is my Global neighbour? Orienteering activity</p> <p><u>Locational knowledge</u> 1.2 Name and locate the 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. e.g. Name and locate England and its counties during Tudor times.</p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u> 3.1 Describe and understand the key aspects of: a) physical geography, including: mountains, volcanoes and earthquakes and the water cycle. b) human geography, including: cities and understand how some of these aspects have changed over time, e.g. the battle of Bosworth terrain & environment and Tudor houses compared to modern homes.</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 4.2 Use the eight points of a compass, 4- figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world 4.3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>NORTH AMERICA What will we find on an American Road Trip?</p> <p><u>Locational knowledge</u> 1.1 Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key human characteristics and major cities.</p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Place knowledge</u> 2.1 Understand geographical similarities and differences through the study of human geography of a region of the UK, a region in a European country and a region in North America e.g. compare and contrast 2 states, e.g. Spanish language in New Mexico</p> <p><u>Human and physical geography</u> 3.1 Describe and understand the key aspects of: b) human geography, including: cities and the Northern lights</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features, e.g. explore different landscapes, the fifty states and their characteristics 4.2 Use the eight points of a compass, 4- figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p>	<p>THE WATER CYCLE How does the water go round and round? Local area walk Springwater park/ River Irwell visit</p> <p><u>Human and physical geography</u> 3.1 Describe and understand the key aspects of: a) physical geography, including: rivers, and the water cycle, e.g. - the formation and features of a river, its journey to the sea and discover the role of the water cycle. - Draw/ model a river & it's functions/ features - Recreate mini water cycle.</p> <p><u>Geographical skills and fieldwork</u> 4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features, e.g. explore different landscapes, the fifty states and their characteristics 4.3 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, e.g. Spring water park</p>



St Bernadette's RC Primary School

Geography Curriculum



UPPER KEY STAGE 2		
Working as Geographers in Upper Key Stage 2		
UPPER KEY STAGE 2 YEAR A		
AUTUMN	SPRING	SUMMER
<p>MAJESTICAL MOUNTAINS Are mountains really marvellous?</p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on Europe (incl. the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p>1.2 Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>ROARING RIVERS How do rivers impact the world around us? Springwater park – River walk</p> <p><u>Locational knowledge</u></p> <p>1.2 Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, specifically rivers. Key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle e.g. create river Landscapes</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 6-figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p> <p>4.3 Use different types of fieldwork sampling (random and systematic) to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>MAGNETIC MAPS Are maps still useful?</p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on Europe (incl. the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p>1.2 Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.5 Use the eight points of a compass, 6-figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p>



St Bernadette's RC Primary School

Geography Curriculum



UPPER KEY STAGE 2 YEAR B		
AUTUMN	SPRING	SUMMER
<p>SOUTH AMERICA <u>Is Rio like Manchester?</u></p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p>1.2 Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p><u>Place knowledge</u></p> <p>2.1 Understand geographical similarities and differences through the study of human geography of a region of the UK and a region in South America e.g. compare Rio and Manchester</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle e.g. rainforests</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water e.g. Identify and describe how the physical features affect the human activity within a location.</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 6-figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p> <p>4.3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>CLIMATE ZONES <u>How does climate change biomes?</u></p> <p><u>Locational knowledge</u></p> <p>1.3 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 6-figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p>	<p>GLOBAL TRADE <u>How does global trade affect the world?</u></p> <p><u>Locational knowledge</u></p> <p>1.1 Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p><u>Place knowledge</u></p> <p>2.1 Understand geographical similarities and differences through the study of human geography of a region of the UK and a region in South America e.g. compare Rio and Manchester</p> <p><u>Human and physical geography</u></p> <p>3.1 Describe and understand the key aspects of:</p> <p>b) human geography, including: settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <p>4.1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>4.2 Use the eight points of a compass, 6-figure grid references, symbols and key (incl. the use of Ordnance Survey maps) to communicate knowledge of the wider world</p>