



Geographical Enquiry	Direction	Place Knowledge	Drawing Maps	Representation	Locational knowledge/Using Maps
I can ask geographical questions and offer my own ideas <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b>	I can use 4 compass points to follow or give directions <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b>	I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America <b>Year 3 Spring 2 (Volcanoes)</b> <b>Year 4 Spring 1 (Countries of the World)</b>	I can try to make a map of a short route that I have experienced with the features in the correct order <b>Year 4 Spring 2 (The United Kingdom)</b>	I know why a key is needed <b>Year 4 Spring 1 (Countries of the World)</b>	I can follow a route on a large scale map e.g While Orienteering
I can use stories, atlases, pictures, photos and the internet as sources of information <b>Year 3 Autumn 2 (Ancient Greece)</b> <b>Year 4 Spring 1 (Countries of the World)</b>	I can use letter numbers or co-ordinates to locate features on a map <b>Year 4 Spring 2 (The United Kingdom)</b>	I can identify the position of the equator, northern and southern hemisphere, the Arctic and Antarctic circles <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b>	I can make a simple scale drawing <b>Year 4 Spring 2 (The United Kingdom)</b>	I can use standard symbols on the OS map <b>Year 4 Spring 2 (The United Kingdom)</b>	
I can investigate places on more than one scale	I can begin to use the 8 compass points				
I can begin to collect and record evidence					
I can analyse evidence and begin to draw conclusions e.g make comparisons between 2 places <b>Year 4 Spring 2 (The United Kingdom)</b> <b>Year 3 Spring 2 (Volcanoes)</b>					

Scale/Distance	Perspective	Map Knowledge	Style of map	Fieldwork	Human & Physical Geography
I can begin to match boundaries e.g find the boundary of a country <b>Year 3 Spring 1 (Rainforest)</b>	I can draw a sketch map from a high point of view <b>Year 4 Spring 2 (The United Kingdom)</b>	I can locate places on larger scale maps – e.g map of Europe, find UK or other countries on a globe	I can use large scale OS maps <b>Year 4 Spring 2 (The United Kingdom)</b>	Record findings from fieldtrips	I can describe and understand key aspects of physical geography including – climate zones, biomes, rivers, mountains,

<p><b>Year 4 Spring 1 (Countries of the World)</b></p>		<p><b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b></p>			<p>volcanoes, earthquakes, the water cycle <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 3 Spring 2 (Volcanoes)</b> <b>Year 4 Spring 1 (Countries of the World) &amp; Science – Changes of State.</b></p>
		<p>I can begin to identify points on maps – A,B,C <b>Year 3 Spring 2 (Volcanoes)</b> <b>Year 4 Spring 1 (Countries of the World)</b></p>	<p>I can use map sites on the internet <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b></p>	<p>Use a simple database to present findings from fieldwork</p>	<p>I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water <b>Year 3 Spring 1 (Rainforest)</b></p>
		<p>I can identify significant places and environments <b>Year 3 Spring 1 (Rainforest)</b></p>	<p>I can use a junior atlas <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 3 Spring 2 (Volcanoes)</b> <b>Year 4 Spring 1 (Countries of the World)</b></p>	<p>Draw an annotated sketch from observation including labels and description <b>Year 3 Spring 1 (Rainforest)</b> Add titles and labels and location information <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 1 (Countries of the World)</b></p>	
		<p>I can locate the UK on different scale maps I can name and locate the counties and cities of the UK <b>Year 4 Spring 1 (Countries of the World)</b></p>	<p>I can identify features on aerial photographs <b>Year 3 Spring 1 (Rainforest)</b> <b>Year 4 Spring 2 (Countries of the World)</b></p>	<p>Select views to photograph Add titles and labels and location information <b>Year 4 Spring 2 (The United Kingdom)</b></p>	
		<p>I can locate Europe on a large scale map and globe <b>Year 4 Spring 2 (Countries of the World)</b></p>			
		<p>I can name and locate countries in Europe (including Russia) and their capital cities concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>			

## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### Yr3 and Yr4 Locational knowledge

- 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)

### Yr3 and Yr4 Place knowledge

- 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

### Yr3 and Yr4 Human and physical geography

- 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

### Yr3 and Yr4 Geographical skills and fieldwork

- 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.

## Geography links with history, science etc

### YEAR 3

Location - Compare a region of the UK with a volcanic region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.

Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and Sicily. **Compare physical and human features, draw conclusions, pose questions and use prior knowledge** of map reading.

**Identify main trade and economy** in Sicily and **compare** to region of the UK.

Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?

**Analyse evidence and draw conclusions** e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.

**Locate places in the world** where volcanoes occur.

Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts.

**Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption.

**Ask and answer questions** about the effects of volcanoes.

**Discuss** how volcanoes affect human life e.g. settlements and spatial variation.

**Ask, research and explain the following questions:** Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman London like? How did they trade? How is that different today?

**Relate land use and trade to settlements.**

Whilst studying history, Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Anglo Saxon London like? How did they trade? How is that different today?

Look at pictures and labeled diagrams of different historical settlements over time.

Locate the world's countries using maps to focus on Europe, and concentrate on their physical and human characteristics .

Name and locate cities of the United Kingdom, identifying their physical and human characteristics—including mountains, rivers, hills and coasts. Describe and understand types of settlement and land use, economic activity (including trade), and the distribution of natural resources

**Produce own pictures and labelled diagrams.**

### YEAR 4

A focus on biomes: A **biome** is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest.

Identify where some of these are on the world map.

Focus in particular on the biomes of the Amazon rainforest (covered within existing topics).

Whilst studying the Amazon, make comparisons with the UK.

While studying the Amazon rainforest, spend two lessons using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.

**Use and explain** the term 'climate zone'.

**Identify** the different climate zones.

**Ask questions and find out** what affects the climate.

**Use maps** to identify different climate zones.

**Discuss and compare** the climate zones of the UK and **relate this knowledge to the weather in the local area.**

Children to **ask questions** about global warming.

**Discover the cause** of global warming and **research the implications.**

**Reach reasoned and informed solutions** and **discuss the consequences** for the future.

**Identify changes** to be made in own lives in response to this.

Focus on Amazon rainforest – **identify** the climate, the habitats, the plant and animal types and how people live in the rainforest. **Study life** in the Amazon rainforest through primary sources – **recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.**

**Discuss** how the rainforest may be linked to us e.g. trade.

**Locate** other rainforests using Google earth and maps, identifying patterns in their location

**Use maps, globes and Google Earth** to identify the continent of South America. Looking at a map of climate zones, children to **use prior knowledge** of the world to identify the climate they think may exist in different parts of South America.

Identify and **mark on a map** the different countries of South America.

**Identify the major cities and consider how they differ** to other regions in the country.

Looking at photographs, children to **compare and contrast** two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.

Using photographs, children to **make connections** between South America and the UK.

**Locate the mountain ranges, rivers and oceans.**

Rivers and the water cycle including transpiration - Amazon

**Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?

**Study maps** of Anglo Saxon and Roman settlements. **Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps** and **make suggestions about change.**

**Study how land in the local area was used** during the historical periods studied. Look at land use in the same area today and **consider how and why this has changed.**

**Use the language of rivers** e.g. erosion, deposition, transportation.

**Explain and present the process** of rivers.

**Compare** how river use has changed over time and **research the impact** on trade in history.

**Research and discuss** how water affects the environment, settlement, environmental change and sustainability.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of **Africa.**

Make connections between the Equator and the tropics and Africa.

Identify largest urban areas in Africa and the deserts/plains etc.

Compare 2 different regions in Africa, rural/urban.

Locate the world's countries using maps to focus on Africa, and concentrate on their physical and human characteristics .

Identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Prime/Greenwich Meridian and time zones.

Describe and understand types of settlement and land use, economic activity (including trade), and the distribution of natural resources

## FIELDWORK

### YEAR 3 The School Environment

Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. **Plan a tour** of the school, which includes a **map/ plan** of the school and the **main geographical features you would see identified, with a key.**

**Take digital photographs** of the main features of the school and **plot them on to a map** to show the route round the school, **using coordinates** to show where these key features are

**Undertake environmental surveys** of the school grounds - litter, noise, likes/ dislikes, areas for improvement

Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school.

**Make an aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).

### YEAR 4 Rivers (Link to Amazon River)

**Look for evidence** of past river use by visiting the location.

**Make field notes/observational notes** about land features.

Visit a river, **locate and explain the features.**

**Take photographs to support findings**

**Record measurement of river width/depth.**

