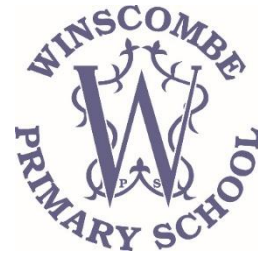


Geography



Winscombe Primary School

Skills & Knowledge Progression Map

Level Expected at the End of EYFS



We have selected the Early Learning Goals that link most closely to the Geography National Curriculum

Understanding the World

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

People Cultures and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

Level Expected at the End of KS1 and KS2

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Locational Knowledge Pupils should be taught to:</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 Pupils should be taught to:</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 Pupils should be taught to:</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:<ul style="list-style-type: none">– <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;– <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork Pupils should be taught to:</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 basic 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>Locational Knowledge Pupils should be taught to:</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 Pupils should be taught to:</p> <p>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> <p>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none">• describe and understand key aspects of:<ul style="list-style-type: none">– 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 Pupils should be taught to:</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.
--	--

The Geography curriculum progression maps comprehensively show the progression of Geography skills and concepts from Reception to Year 6.

Progression of Skills

Key skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiring	They make observations of animals and plants and explain why some things occur, and talk about changes	Interact with immediate environment Answer questions based on observation Begin to ask questions to consolidate understanding Use simple atlases and digital maps for support	Develop geographical questioning Investigate their surroundings Make appropriate observations about why things happen Use atlases, stories, maps, pictures/photos and internet as sources of information Make geographical comparisons between features of different places	Continue to ask and answer geographical questions Use books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes using different scales Begin to collect and record written evidence	Ask and respond to questions and offer their own ideas Use satellite images, aerial photographs Investigate places and themes using more than one scale Begin to conduct own research with support	Begin to suggest questions appropriate for investigation Begin to use primary and secondary sources of evidence in investigations Investigate places with greater emphasis on scale, longitude/latitude and time zones; Collect and record evidence unaided	Develop own investigations within subject study Use primary and secondary sources of evidence in investigations Investigate places with greater emphasis on larger scale, contrasting and comparing distant places Collect and record evidence unaided
Interpreting evidence	Talk about the features of their own immediate environment and how environments might vary from one another	Collect objects and use images for evidence	Begin to interpret a range of information from atlases, globes, maps, digital maps and images Begin to identify similarities and differences between differing locations	Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations Interpret a range of information (with greater detail) from atlases, maps, digital maps and globes	Analyse evidence and draw conclusions e.g. make comparisons between differing locations Interpret a range of information from atlases, maps, digital maps and globes, posing questions derived from sources	Analyse evidence and draw conclusions e.g. compare historical maps and data trends Identify geographical influences on people/everyday life using information from a range of sources	Analyse evidence and draw conclusions e.g. from field work data on land use/temperature Look at geographical patterns and explain reasons behind them
Geographical vocabulary		Extend vocabulary by grouping and naming, exploring meaning and sounds of new words in geographical learning	Begin to use vocabulary specific to subject study Begin to use a wider vocabulary of everyday geographical terms	Use some vocabulary specific to subject study Use vocabulary of everyday geographical terms	Use vocabulary of specific geographical terms and everyday language related to subject in writing and speaking	Use specific geographical terms in writing and speaking with confidence	Use geographical terms in both writing and speaking
Geographical knowledge	Know about similarities and differences in relation to places, objects, materials and living things	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease	Can recall key facts from the knowledge organiser for each topic quickly and with ease
Direction	Use positional language e.g. over, under Use knowledge of positional language to move Beebots	Follow directions (Up, down, left/right, forwards/backwards) Begin to introduce 4 compass points	Follow directions (Up, down, left/right, forwards/backwards) Independently use 4 compass points	Use 4 compass points to follow/give directions	Use 4 compass points to follow/give directions Begin to use 8 compass points	Begin to use 8 compass points Begin to relate time zones to east/west	Use 8 compass points confidently and accurately Begin to use 6 figure grid refs
Map making and representation	Through mark making, create basic maps and representations	Use like for like images on maps Draw around objects to make a plan Develop own symbols on maps	Make simple maps of known locations Look down on objects to make a plan view	Know why a key is needed Use standard symbols	Make a map of a short route experienced with features in correct order Make a simple scale drawing	Independently draw a sketch map using symbols and a key Use/recognise OS map symbols	Begin to draw a variety of thematic maps based on their own data

			Introduce conventional map symbols on maps Begin to understand the need for a key using agreed symbols	Begin to draw sketch maps from higher viewpoints Make a map of a short route experienced, with features in correct order Make simple scale drawings Use letter and number co-ordinates to locate features on a map	Draw sketch maps from higher viewpoints Confidently use letter and number co-ordinates to locate features on a map	Begin to use 4 figure coordinates to locate features on a map. Begin to use latitude and longitude on atlas and maps Begin to draw a variety of thematic maps based on their own data	Use 4 figure co-ordinates confidently to locate features on a map. Use latitude and longitude on atlas and maps Begin to draw plans of increasing complexity Recognise and use atlas symbols
Using and understanding maps		Use simple picture maps to move around a location Recognise that maps are specific to a location Begin to recognise and use features such as plan/side views Use simple atlases and digital maps for retrieval	Follow basic routes using a map Understand a plan view Use simple atlases to locate countries (with support) Use aerial photographs and plans to recognise landmarks	Locate places on larger scale maps e.g. map of UK/Europe Begin to match boundaries on different maps Follow a route on a map with increasing accuracy	Locate features and landmarks on large scale maps Follow a route on a large scale map	Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out about other features/data of places	Follow a short route on an OS map Describe features shown on OS map. Locate places on a world map Use atlases to find out about other features of places (mountain regions, weather patterns)
Map knowledge	Recognise a map. Understand the purpose of/how to use a basic map	Learn names of some places within/around the UK including home town and UK countries	Locate and name major features on UK map Understand that maps can show the world (and landmarks)	Begin to identify points on maps A,B and C (grid referencing)	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Types of map	Pictorial maps e.g. treasure map	Globes Picture atlases Digital mapping	Globes Adult drawn maps (location specific) Use large scale OS maps Use an infant atlas Digital mapping (with support)	Use large scale OS maps Begin to use junior atlases Begin to identify features on aerial/oblique photographs Digital mapping (with support)	Use index and contents page within atlases Begin to use medium scale land ranger OS maps. Identify features on aerial/oblique photographs	Use OS maps and digital mapping Confidently use support features of an atlas Begin to recognise world map as a flattened globe	Use OS maps and digital mapping Confidently use all features of an atlas Recognise world map as a flattened globe.

WPS Geography Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 1	Where do I live?	Weather Patterns	Seas and Coasts
Enquiry Questions	<i>Where do I live?</i>	<i>Is the weather the same all year?</i>	<i>Are all beaches the same?</i>
Year 2	Arctic Adventures	Map Making	Animals Around the World
Enquiry Questions	<i>What is life like in the Arctic circle?</i>	<i>Why do we need maps?</i>	<i>What can we do to protect our seas and ocean?</i>
Year 3	Settlements	Volcanoes	Rainforests
Enquiry Questions	<i>Where would I settle?</i>	<i>Why do people choose to live near volcanoes?</i>	<i>Why is the Amazon rainforest disappearing?</i>
Year 4	The River Nile	Mountains	Countries of the World
Enquiry Questions	<i>Why was the river Nile so important?</i>	<i>What is it like at the top of a mountain?</i>	<i>Where in the world?</i>
Year 5	North America	Natural Resources	Exploring Scandinavia
Enquiry Questions	<i>How diverse is the continent of North America?</i>	<i>How can we have a positive impact on our planet?</i>	<i>Is Scandinavia similar or different to where we live?</i>
Year 6	United Kingdom	Our Local Area	Exploring Africa
Enquiry Questions	<i>Can you locate features of the UK?</i>	<i>Can you use maps and grid references to explore your local area?</i>	<i>What is special about Africa?</i>

Geography Objectives | KS1 |

Objective	Year 1			Year 2		
	Where do I live?	Weather Patterns	Seas and Coasts	Arctic Adventures	Map Makers	Animals around the World
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						
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						
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						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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 basic 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						

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

Knowledge and Skills Progression

Year	Term	Topic	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	Aut	Where do I live?	<ul style="list-style-type: none"> I know that the world is split into seven land masses called continents. I know that there are oceans between the continents. I know the difference between a continent and a country. I can name the four countries of the UK. I can name the four capital cities of the UK and match them to their country. 		<ul style="list-style-type: none"> I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. I know what a settlement is. I can describe the basic differences between a village, town and city. 	<ul style="list-style-type: none"> I can locate the United Kingdom on a world map. I can locate the four countries of the UK on a map. I know where the capital cities of the UK are on a map. I can explore my local area, identifying basic human and physical features. I can explore a map of my local area and identify basic features, such as roads and rivers.

1	Spr	Weather Patterns		<ul style="list-style-type: none"> I can compare weather in the UK to that of an equatorial country. 	<ul style="list-style-type: none"> I can identify and describe expected weather type for the seasons I beginning to distinguish between daily weather and seasonal weather I can identify certain weather types in a particular season I can identify some ways in which weather in coastal areas and inland varies I can identify how weather varies in different parts of the world I can identify some aspects of human and physical geography that are affected by extreme weather in polar regions and compare some of these aspects to similar ones in the UK 	<ul style="list-style-type: none"> I can present data in simple charts and pictograms I can interpret data that is presented I can predict how weather data might vary at different times of the year. I can interpret different weather maps I can draw or write what I understand about weather in the polar regions.
1	Sum	Seas and Coasts	<ul style="list-style-type: none"> I can name and locate the five oceans and seven continents 		<ul style="list-style-type: none"> I can identify physical and human features within the UK I can explain what the seaside is like I can identify features of two different beaches 	<ul style="list-style-type: none"> I can use a compass rose to locate the seas around the UK I can use observations skills to answers questions about a place and share what I have learnt I can compare two pictures of two different beaches I can use directional language I know the four points of the compass and can use these compass points.
2	Aut	Arctic Adventures	<ul style="list-style-type: none"> I know the names of the countries in the Arctic Circle. 	<ul style="list-style-type: none"> I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. 	<ul style="list-style-type: none"> I can use photos to identify geographical features of towns in the Arctic Circle. I can describe what the weather is like in the Arctic. I know that the seasons in the Arctic are different to the seasons we have. I know that winter lasts longer in the Arctic than in other parts of the world. I can sort photographs to compare Arctic summer and winter. I can describe the physical features of 	<ul style="list-style-type: none"> I can identify the Arctic Circle on a world map and a globe. I can identify the countries of the Arctic Circle on a world map. I can mark a map of the Arctic to show where different Arctic animals live.

					<p>the Arctic, including glaciers, sea ice and icebergs.</p> <ul style="list-style-type: none"> • I can name some animals that have adapted to live in the Arctic environment. • I can describe the human features of cities in the Arctic Circle. • I know that Inuits are native people of the Arctic Circle. • I can describe some features of the Inuit way of life. 	
2	Spr	Map Makers				<ul style="list-style-type: none"> • I know that there are lots of different types of maps and that they can be used for different purposes. • I can use simple compass directions and directional language to move around a map. • I can use aerial photographs and perspectives to recognise landmarks. • I can create an aerial view of our classroom. • I know that maps use keys to help identify features. • I can use a map of our local area to identify features. • I can use fieldwork and observational skills to study my school and its surroundings. • I can draw a map of my school, including a key. • I can use Google maps to explore my school and local area. • I can follow a map plan to make a 3D map.

2	Sum	Animals Around the World	<ul style="list-style-type: none"> I can name and locate the seven continents I can describe what a continent is I can name the world oceans I can locate the equator I can name the four countries of the UK 	<ul style="list-style-type: none"> I can name the difference between seas and oceans I identify national animals I can name and describe different coastal features I can understand what native means I can make observations about animals in our local area 	<ul style="list-style-type: none"> I can name the four seasons I describe seasonal changes and I can say how they affect animals 	<ul style="list-style-type: none"> I can identify countries, continents, and the equator I can locate the four countries of the UK
3	Aut	Settlements	<ul style="list-style-type: none"> I can identify modern settlements that have developed from an early settlement. I can explain how settlements have developed over time. 	<ul style="list-style-type: none"> I can identify and discuss the features of different settlements. I can use my local knowledge when exploring maps. 	<ul style="list-style-type: none"> I can suggest land features early settlers would need to consider when choosing a settlement location. I can design a settlement incorporating necessary human and physical features. 	<ul style="list-style-type: none"> I can identify map symbols and abbreviations on an Ordnance Survey map. I can use online mapping software and Ordnance Survey maps to identify different features. I can use online mapping software and Ordnance Survey maps to describe the areas between settlements. I can create a plan of a fictional settlement.
3	Spr	Volcanoes	<ul style="list-style-type: none"> I know that the equator separates the Northern and Southern Hemispheres. I know that the capital of Hawaii is Honolulu. 	<ul style="list-style-type: none"> I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area). 	<ul style="list-style-type: none"> I can describe what a volcano is. I know some facts, such as the height and age of some of the world's most famous volcanoes. I can explain why a volcano erupts. I know that ash, gas, lava and rocks 	<ul style="list-style-type: none"> I can locate volcanoes on a world map. I can use a key to label the world's tectonic plates on a map. I can name countries and continents that sit on different tectonic plates.

				<ul style="list-style-type: none"> are released when a volcano erupts. I can explain how a volcano eruption affects the local people and environment. I know some of the strategies put in place to help people survive when they are near a volcano eruption. I can explain the difference between a composite, shield and dome volcano. I can explain the difference between a dormant, active and extinct volcano. I know what tectonic plates are. I know that most world's volcanoes are found at the boundaries of tectonic plates. I know that the 'ring' of fire is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. I can identify some of the animals and plants that live in volcanic areas. I can describe some of the human and physical features of Hawaii, a volcanic area. I can carry out my own research about a particular volcano. 	
3	Sum	<ul style="list-style-type: none"> I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. I can name continents and countries that have areas of rainforest. 		<ul style="list-style-type: none"> I can define what a rainforest is. I can locate areas of rainforest on a world map. I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. I can describe the four layers of the rainforest and name some animals that live in each layer. 	<ul style="list-style-type: none"> I can use a world map to find out the names of some countries that have rainforests in them. I can sort countries into those that do and those that don't have areas of rainforest.

The Rainforest

- I know what the water cycle is.
- I can explain the basic steps of the water cycle using appropriate vocabulary.
- I can explain why rain falls more often in rainforests than in other parts of the world.
- I can use line graphs and bar charts to explore the climate of rainforests.
- I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years.
- I can compare daily life for people living in rainforest tribes with that of people living in modern society.
- I know what deforestation is and why it is happening.
- I can describe the impact deforestation has on local wildlife and the environment.
- I can describe ways in which steps are being taken to protect rainforests from deforestation.

4	Aut	The River Nile	<ul style="list-style-type: none"> • I know that the River Nile is in Egypt • I know the River Nile is in Africa • I know the River Nile is the longest River in the World. 		<ul style="list-style-type: none"> • I can describe human and physical features of a delta • I can describe ways in which the Nile is used today • I can describe the journey of the River Nile from source to mouth using appropriate vocabulary • I can describe delta • I can assess the importance and impact of the Nile 	<ul style="list-style-type: none"> • I can locate the River Nile on a world map • I can identify the countries it runs through •
4	Spr	Mountains	<ul style="list-style-type: none"> • I can identify the climate of mount Everest and how it changes throughout the year. 	<ul style="list-style-type: none"> • I can name some of the major mountains and ranges around the world 	<ul style="list-style-type: none"> • I can give a definition of a mountain • I know how mountains are formed • I can identify features of mountain environments • I can identify individual features of certain mountains • I can understand that mountains have their own climate because of their high altitude • I explain what a typical mountain climate might be • I know some of the different uses of mountains including popular tourist destinations • I can describe how tourism can benefit and harm a mountain environment. 	<ul style="list-style-type: none"> • I can use a range of sources to find out about a particular mountains
4	Sum	Countries of the World	<ul style="list-style-type: none"> • I can name the seven continents of the world independently. • I can compare the seven continents by size, number of countries and population. • I can name several different countries in each continent. • I can name some major capital cities of the world. • I know where the North and South Poles are. 	<ul style="list-style-type: none"> • I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> • I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. • I can describe what some of the climate zones of the world are like. • I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. • I can describe the difference between human and physical geography. 	<ul style="list-style-type: none"> • I can label each of the seven continents on a world map. • I can locate countries in a particular continent on a world map. • I can use given clues to help me locate a country on a world map. • I know that I can use an atlas and the internet to find where countries are located in the world. • I can use a climate zone map to identify what a country's climate is like.

					<ul style="list-style-type: none"> I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can locate major capital cities of the world on a map.
5	Aut	North America	<ul style="list-style-type: none"> I can identify the countries of North America. I can match North American capital cities with their correct country. 	<ul style="list-style-type: none"> I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. 	<ul style="list-style-type: none"> I can compare the climates of different parts of North America using graphs. I can match a description of a climate to a corresponding bar graph. I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. I can compare the features of North American capital cities, and order cities by population and area. I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> I can use given information about the location of North American countries to label a map of North America. I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.

5

Spr

Natural Resources

- I can describe natural resources and land use in Britain.
- I can explain what abundant natural resources are
- I can discuss problems associate with natural resources which are not abundant
- I can understand that some natural resources are burned to produce energy and the problems this bring.
- I can understand how energy is produced and distributed via the national grid.
- I can name come clean and renewable natural resources and described how they are used to produce electricity
- I know the advantages and disadvantages of renewable energy sources
- I can debate the pros and coms or renewables
- I can know some major wood producing countries and give reasons why some wood products are exported and imported.
- I can describe the process of steel production
- I can present my ideas about a way a natural resource is used and traded
- I know the principal natural resources used in the production of glass and concrete

5	Sum	Exploring Scandinavia	<ul style="list-style-type: none"> • I know that Scandinavia is made up of the countries Norway, Sweden and Denmark. 	<ul style="list-style-type: none"> • I can use graphs to compare the climates of London, Copenhagen and Umeå. • I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. 	<ul style="list-style-type: none"> • I can use photographs to describe what the landscape of Scandinavia is like. • I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. • I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • I can describe the features of the different climate zones in Scandinavia. • I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. • I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. • I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy 	<ul style="list-style-type: none"> • I can locate Scandinavia's countries and major cities on a map. • I can use a climate map to identify areas of different climates in Scandinavia.
---	-----	-----------------------	---	--	--	--

6

Aut

The United Kingdom

- I can describe key geographical features of the UK and its countries.
- I know that the UK can be split into regions and that each region contains several counties.
- I can identify and name the counties of the UK.

- I can explore the human and physical features of a particular town or city in the UK.
- I know the difference between a hill and a mountain.
- I can describe how different mountains are formed.
- I can name and locate mountain ranges of the UK.
- I know the difference between a sea and an ocean.
- I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs.
- I can name and locate the major rivers of the UK.
- I know that rivers start their journey at the source and end their journey at the mouth.

- I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands.
- I can use given clues to locate the counties of England on a map.
- I can use a map to answer true or false questions about the location of a county.
- I can locate the major towns and cities of the UK on a map.

6	Spr	Our Local Area	<ul style="list-style-type: none"> • I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. • I know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I know the difference between high-order and low-order services in a settlement. • I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. • I can name many of the natural resources that are found in the UK. • I can identify UK commodities that are made or produced in my local area. • I can describe land use around my school, explaining how I feel about different areas and what I would change. • I can compare local climate data with climate data for other parts of the UK. <p>I know how different winds can affect the climate of different parts of the UK.</p>	<ul style="list-style-type: none"> • I can use fieldwork to observe where some of the UK's natural resources can be found. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model. • I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. • I can use fieldwork to gather information about the vegetation and wildlife of a local river. • I can use fieldwork to gather weather data about my local area. • I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • I can use a topographical map to identify the major mountain ranges of the UK.
---	-----	----------------	---	---	--	--

6	Sum	Exploring Africa	<ul style="list-style-type: none"> • I can identify and locate the 54 countries of Africa and locate the continent on a world map • 		<ul style="list-style-type: none"> • I can locate Nigeria on a map and identify some of the physical and human features of Nigeria • I can locate Morocco on a map and identify some of the physical and human features of Morocco • I can locate Central African Republic on a map and identify some of the physical and human features of the Central African Republic and can understand how political unrest can affect a nation's economy and development • I can start to describe the negative impact a poor economy can have on a nation's people • I can locate Tanzania on a map and identify some of the physical and human features of Tanzania • I can locate South Africa on a map and identify some of the physical and human features of South Africa. • I can describe some of the different biomes within S Africa and some of the flora and fauna that can be found within each one 	<ul style="list-style-type: none"> • I can use the 8 point compass references to describe locations
---	-----	------------------	---	--	---	--

