

	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	ECO (AGENTS FOR CHANGE) CLIMATE CHANGE (ANTARCTICA)	LOCATION (WHERE IN THE WORLD?) NORTH YORKSHIRE	ECO (AGENTS FOR CHANGE) (AFRICA- ENDANGERMENT/ANIMAL CAPTIVITY)	LOCATION (WHERE IN THE WORLD?) UNITED KINGDOM (MOUNTAINS)	ECO (AGENTS FOR CHANGE) AUSTRALIA (BUSH FIRES)	LOCATION (WHERE IN THE WORLD?) EUROPE (RIVERS AND THE WATER CYCLE)	ECO (AGENTS FOR CHANGE) ASIA - BORNEO (PALM OIL)(BIOMES AND VEGETATION BELTS)	LOCATION ((WHERE IN THE WORLD?) THE AMERICAS (LOCATE BOTH BUT FOCUS ON ONE)(VOLCANOES AND EARTHQUAKES)
FAMOUS IN THE FIELD		Scott and Amundson Eratosthenes Gretha Thunberg	Arthur Westlake Andrews	David Attenborough	John G Ferris- Hydrologist		Dr Ian Stuart Christopher Columbus	Birute Galdikas
NC OBJECTIVE	<p>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)</p> <p>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</p> <p>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</p>							
GEOGRAPHICAL STUDY AND FIELDWORK	<ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places, and combine this with observation Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires Suggest own ways of presenting information, including graphically and in writing Make detailed and labelled field sketches Make field measurements over time Collect statistics and present them appropriately Record information on charts, graphs and tables Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate Begin to use the computer to draw graphs 		<ul style="list-style-type: none"> Draw on own knowledge and understanding when setting up a field work investigation Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information Test conclusions for accuracy Measure wind speed, rainfall and noise levels Make good use of ICT in charts and graphs Use a database to find out information Make a database to record information Prepare questionnaires to investigate people's views on an environmental issue Offer explanations for some features seen in fieldwork, underlying reasons for observations, giving own views and judgements 		<ul style="list-style-type: none"> Suggest suitable questions for a field work study Rank information found into order of importance Come to accurate conclusions, using information Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts 		<ul style="list-style-type: none"> Suggest relevant issues for further study Carefully select sources of evidence, and sift information Collect statistics about people and places, and set up a database from fieldwork or research Analyse data - e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence 	
MAPS	<ul style="list-style-type: none"> Draw maps of local places, including sketches from field work Use and draw maps with a simple key Use maps with simple grid references Work out routes on maps and plans Find longest and shortest routes using maps Plan routes using 4 points of the compass Compare information from atlases with that from a globe Use atlases which show physical and human features Use contents and index pages of an atlas 		<ul style="list-style-type: none"> Read and use the symbols on an OS map Use four figure grid references to locate points on a map Identify time differences around the world Plan a route and work out distance using map scales 		<ul style="list-style-type: none"> Work out a journey time, using their knowledge of time zones Use and understand simple scale 		<ul style="list-style-type: none"> Use 6 figure grid references Use a compass to follow a route 	
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Work out a location using a range of information Understand the different uses of different places Understand that different places may have similar /different characteristics and give reasons for these Understand and use the concept of reciprocal link between physical and human features Describe and identify how a place has changed Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people's lives Express views and recognise how people affect the environment, summarising the issues Suggest ways of improving local environment Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change 		<ul style="list-style-type: none"> Begin to recognise geographical patterns, and identify through aerial photographs Understand why people choose to live in contrasting areas Compares the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Consider the future of some physical and human features, based on an understanding of change Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each 		<ul style="list-style-type: none"> Begin to understand geographical pattern - e.g. industry by a river Describe and begin to explain patterns and physical and human changes Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint 		<ul style="list-style-type: none"> Suggest how human activities can cause changes to environment and to the different views people hold Recognise dependent links and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints 	
VOCABULARY	river • ocean • land • desert • mountain • woods • soil • deciduous • coniferous • United Kingdom • England/London • Scotland/Edinburgh • Wales/Cardiff Northern Ireland/Belfast • English Channel • Irish Sea • North Sea • Africa • North America • Russia • Atlantic Ocean • Equator • North Pole • South Pole port • harbour • deforestation • valley • coast • countryside • rural • vegetation • forest • rainforest • climate • continent • Europe • South America • Antarctica • Asia • Australia/Oceania • Pacific Ocean • Indian Ocean • Arctic Ocean • Southern Ocean • compass points: North, South, East, West • atlas • key • symbols four figure grid reference climate change* • global warming* • source* • emission* • forest degradation* • spatial variability • carbon sinks • climate zones • biomes • vegetation belts • water cycle • precipitation • transpiration urbanisation • globalisation • Roman Walls • Amphitheatre • Roman Gardens • fortress • River Dee • tectonic plates • earthquake • volcano • volcanic • tsunami • erosion • monsoon • six figure grid reference • digital mapping • Geographical Information Systems Population • land use • food chain • trade • trade links • distribution • economy • flood • inundation • glaciation • Tropic of Capricorn and Cancer • hemisphere • Arctic/Antarctic Circle • latitude • longitude • time zones • meridians • compass points: North, North East, East, South East, South, South West, West and North West							

