

Ling Moor Primary Academy Geography Curriculum Overview

	Investigate places (Location, human features & physical features)	Investigate patterns (Physical processes, human processes & diversity)	Communicate geographically (Techniques & vocabulary)
FS	<p>Describe their immediate environment and where they live.</p> <p>Identify some features of the local area and create simple maps.</p> <p>Follow a simple map.</p> <p>Describe some similarities and differences between their immediate environment and life in other countries, drawing on knowledge from their own experience, books or websites.</p>	<p>Begin to understand the need to care for our environment.</p>	<p>Begin to understand different perspectives e.g. bird's eye view.</p>
Y1/2	<p><b>Ask and answer geographical questions</b> (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p><b>Identify the key features</b> of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p><b>Use world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><b>Use simple fieldwork and observational skills</b> to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p><b>Use aerial images and plan perspectives</b> to recognise landmarks and basic physical features.</p> <p><b>Name and locate</b> of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Name and locate</b> the world's continents and oceans</p>	<p><b>Understand geographical similarities and differences</b> through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p><b>Identify seasonal and daily weather patterns</b> 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.</p> <p><b>Identify land use</b> around the school.</p>	<p><b>Use basic geographical vocabulary</b> to refer to:</p> <ul style="list-style-type: none"> <li>- <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>- <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p><b>Use compass directions</b> (north, south, east and west) and <b>locational language</b> (e.g. near and far) to <b>describe the location</b> of features and routes on a map.</p> <p><b>Devise a simple map</b>; use and <b>construct basic symbols</b> in a key.</p>
Y3/4	<p><b>Ask and answer geographical questions</b> about the physical and human characteristics of a location.</p> <p><b>Explain own views</b> about locations, giving reasons.</p> <p><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features.</p> <p><b>Use fieldwork to observe and record</b> 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>Use a range of resources to identify <b>the key physical and human features</b> of a location.</p> <p><b>Name and locate</b> counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, <b>key topographical features</b> and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed over time</b>.</p> <p><b>Name and locate</b> the countries of Europe and identify their <b>main physical and human characteristics</b>.</p>	<p><b>Name and locate</b> the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. <b>Describe some of the characteristics</b> of these geographical areas.</p> <p><b>Describe geographical similarities and differences</b> between countries.</p> <p><b>Describe how the locality</b> of the school has changed over time.</p>	<p><b>Describe key aspects of:</b></p> <ul style="list-style-type: none"> <li>- <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- <b>human geography</b>, including: settlements and land use.</li> </ul> <p><b>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge</b> of the United Kingdom and the wider world.</p>
Y5/6	<p><b>Collect and analyse</b> statistics and other information in order to <b>draw clear conclusions</b> about locations.</p> <p><b>Identify and describe</b> how the physical features affect the human activity within a location.</p> <p><b>Use a range of geographical resources</b> to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>Use different types of fieldwork sampling (random and systematic) to observe, measure and record</b> the human and physical features in the local area. Record the results in a range of ways.</p> <p><b>Analyse and give views on the effectiveness of different geographical representations of a location</b> (such as aerial images compared with maps and topological maps – as in London's Tube map).</p> <p><b>Name and locate</b> some of the countries and cities of the world and their <b>identifying human and physical characteristics</b>, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Name and locate</b> the countries of North and South America <b>and identify their main physical and human characteristics</b>.</p>	<p><b>Identify and describe the geographical significance</b> of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p><b>Understand some of the reasons for geographical similarities and differences</b> between countries.</p> <p><b>Describe how locations around the world are changing</b> and explain some of the reasons for change.</p> <p><b>Describe geographical diversity</b> across the world.</p> <p>Describe how countries and geographical regions are <b>interconnected and interdependent</b>.</p>	<p><b>Describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>- <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>- <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p><b>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge</b> of the United Kingdom and the world.</p> <p><b>Create maps of locations identifying patterns</b> (such as: land use, climate zones, population densities, height of land).</p>

	Location	Physical Features	Human Features
FS	Describe themselves, other objects and landmarks using relative positions e.g. next to, in front, behind.	<b>Comment on</b> and <b>ask</b> questions about features of the local area, other familiar places and places they have learned about or visited.	<b>Ask questions about features of the local area.</b> <b>Identify</b> some features of the classroom and school environment. <b>Identify</b> some features of the local area.
Y1	<p><u>The United Kingdom</u> <b>List and show on a map</b> the countries that make up the United Kingdom. <b>Know</b> which country is south of the United Kingdom</p> <p><u>The United Kingdom: England</u> <b>Know</b> which country borders England to the north. <b>Know</b> which country borders England to the west. <b>Compare</b> England's location with the location of other countries in the United Kingdom.</p> <p><u>Local area</u> <b>Know</b> where Hykeham is.</p> <p><u>England: London</u> <b>Know</b> where London is.</p> <p><u>Continents and oceans</u> <b>Locate and mark</b> on a map the seven continents.</p>	<p><u>The United Kingdom: England</u> <b>Know</b> some features of England e.g. coast, cliffs, fields etc.</p> <p><u>England: London</u> <b>Know</b> which river runs through London. <b>Show on a map</b> the River Thames</p> <p><u>Continents</u> <b>Know</b> what a continent is. <b>Explain</b> the difference between a continent and a country.</p>	<p><u>The United Kingdom: England</u> <b>Name</b> England's capital city.</p> <p><u>England: London</u> <b>Know</b> what is special about the city of London to the United Kingdom. <b>Name</b> some famous landmarks in London. <b>Describe</b> the population of London. <b>Point out</b> some important landmarks on a map of London.</p> <p><u>Local area</u> <b>Name</b> some features of Hykeham e.g. shops, schools, parks, sports facilities.</p> <p><u>Continents</u> <b>Know</b> what a city, a country and a continent are. <b>Know</b> which continent is uninhabited.</p>
Y2	<p><u>Describing maps 2</u> <b>Locate</b> London, Edinburgh, Cardiff and Belfast on a map.</p> <p><u>Continents and oceans</u> <b>Organise</b> the continents in order of size. <b>Locate and mark</b> on a map the five oceans. <b>Organise</b> the oceans in order of size. <b>Describe</b> the location of the Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, and Southern Ocean.</p> <p><u>Climate</u> <b>Locate and label</b> where polar climates are found. <b>Locate and label</b> where equatorial climates are found. <b>Locate and label</b> where desert climates are found. <b>Compare and contrast</b> the locations of polar, equatorial and desert climates.</p> <p><u>Local area</u> <b>Locate</b> Lincoln on a map. <b>Contrast</b> the locations of Lincoln and London. <b>Locate</b> London, Edinburgh, Cardiff and Belfast on a map.</p> <p><u>Australia</u> <b>Describe</b> the location of Australia. <b>Know</b> what Australia's capital city is. <b>Know</b> which ocean surrounds Australia. <b>Know if</b> Australia a continent or a country. <b>Know</b> what the Commonwealth is.</p>	<p><u>Continents and oceans</u> <b>Know</b> which the biggest continent is. <b>Know</b> which is the largest of the oceans. <b>Explain</b> the difference between an ocean and a sea.</p> <p><u>Climate</u> <b>Define</b> the word 'climate'. <b>Define</b> the word 'weather'. <b>Describe</b> the physical features of polar climates. <b>Describe</b> the physical features of equatorial climates. <b>Know</b> what another name for equatorial climates is. <b>Describe</b> the physical features of desert climates.</p> <p><u>Australia</u> <b>Know</b> what the Outback is and what Uluru is. <b>Know</b> what the Great Barrier Reef is.</p>	<p><u>Continents and oceans</u> <b>Explain</b> why Antarctica is not inhabited. <b>Name</b> some ways goods can be transported across oceans.</p> <p><u>Local area</u> <b>Identify</b> human features at the park and on the route.</p> <p><u>Australia</u> <b>Locate and label</b> the capital city of Australia.</p>

	Location	Physical Features	Human Features
Y3	<p><u>Europe</u>  <b>Know</b> which landmass the continent of Europe is part of.  <b>Know</b> what the two main boundaries between Europe and Asia are.</p> <p><u>Europe - population</u>  <b>Know</b> which hemisphere is Europe entirely within.  <b>Know</b> which oceans border Europe.</p> <p><u>Europe - rivers</u>  <b>Know</b> there are five primary rivers in Europe.  <b>Define</b> the word 'primary'.  <b>Mark</b> the routes of the five primary rivers in Europe on a map and label them. On the same map, <b>label</b> their sources and the bodies of water into which they flow.  <b>Label</b> the length of each river.  <b>Name</b> some other important rivers in Europe.</p> <p><u>Europe – mountains</u>  <b>Locate and label</b> the: Ural Mountains, Caucasus Mountains, Carpathian Mountains, Alps, Apennines, Pyrenees, Cantabrian Mountains, Scandinavian Mountains, Dinaric Alps, Balkan Mountains, Scottish Highlands.</p> <p><u>UK counties and cities</u>  <b>Understand</b> country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'.  <b>Locate and name</b> seas surrounding UK.  <b>Name and locate</b> counties of UK.</p>	<p><u>Europe - rivers</u>  <b>Define</b> the word 'source'.  <b>Define</b> the word 'delta'.  <b>Know</b> what a landlocked sea is.  <b>Locate and label</b> the landlocked seas in Europe  <b>Define</b> the word 'traverse' (traverses, traversing).</p> <p><u>Europe – mountains</u>  <b>Know</b> what a mountain range is.  <b>Know</b> what the two names for the top of a mountain are.  <b>Know</b> what the word 'extends' means.  <b>Know</b> how you measure the height of a mountain.  <b>Know</b> what the highest mountain in Europe is.  <b>Know</b> which mountain range is it part of.</p> <p><u>UK counties and cities</u>  <b>Describe</b> physical features of the UK including mountains, rivers and seas.</p>	<p><u>Europe - population</u>  <b>Know</b> how many countries are there in Europe.  <b>Know</b> what the population of Europe is.  <b>Know</b> why the population of Europe is surprising.  <b>Know</b> which the three largest countries in Europe are.  <b>Know</b> which the biggest island in Europe is.  <b>Know</b> which the smallest city in Europe is.  <b>Define</b> the word 'city-state'.  <b>Define</b> the word 'inhabitants'.  <b>Define</b> the word 'population'.</p> <p><u>UK counties and cities</u>  <b>Describe</b> human features of the UK including cities and land use.</p>
Y4	<p><u>Earthquakes and volcanoes: the Pacific Ring of Fire</u>  <b>Locate and label</b> on a map the Pacific Ring of Fire.  <b>Describe</b> the geographical location of the Pacific Ring of Fire.  <b>Describe</b> some of the features of the Pacific Ring of Fire.</p> <p><u>Earthquakes and volcanoes: impact</u>  <b>Locate and label</b> on a map the area affected by the 79 CE eruption of Vesuvius</p>	<p><u>Landscape - rivers</u>  <b>Know</b> what a watercourse is.  <b>Know</b> which physical process a river is part of.  <b>Describe</b> what happens to water in a river.  <b>Know</b> the name of a smaller river that flows into a larger river.  <b>Name</b> some synonyms for rivers.  <b>Know</b> the name for the beginning of a river.  <b>Know</b> the name for the end of a river.  <b>Draw and label</b> a river's channel, bed and banks.  On the diagram, <b>label</b> upstream, downstream, left bank and right bank.  <b>Draw</b> a cross section of a river and describe its shape.  <b>Draw and label</b> a meander.  <b>Know</b> what a delta is.  <b>Know</b> what an estuary is.  <b>Locate and name</b> some of the longest rivers in the world.</p> <p><u>Earthquakes and volcanoes: plate tectonics</u>  <b>Label and describe</b> the Earth's: core, outer core, mantle, crust.  <b>Describe</b> what tectonic plates are.  <b>Know</b> what the boundaries of tectonic plates are called.  <b>Locate and label</b> on a world map the main tectonic plate boundaries.</p>	<p><u>Landscape - rivers</u>  <b>List</b> some safe ways of crossing a river.  <b>Give examples</b> of bridges crossing the primary rivers of Europe</p> <p><u>Human features</u>  <b>Identify</b> human features passed on walk round Lincoln.</p>

	Location	Physical Features	Human Features
Y5	<p><u>Biomes and climate zones</u>  <b>Locate and label</b> on a map the Earth's biomes.  <b>Locate and label</b> on a map the Earth's climate zones.</p> <p><u>Tropical rainforest biome</u>  <b>Locate</b> the five largest rainforests on a map.</p> <p><u>Temperate deciduous forest biome</u>  <b>Describe</b> the location of most temperate deciduous forest.</p> <p><u>South America</u>  <b>Describe</b> the geographical location of South America.  <b>Locate and mark</b> on a map the location of the countries of South America.  <b>Locate and mark</b> on a map South America's landlocked countries.  <b>Locate and mark</b> on a map South America's biggest lake.  <b>Locate and mark</b> on a map the UK Overseas Territory of the Falkland Islands.</p> <p><u>South America: rivers</u>  <b>Locate and mark on a map</b> the location of South America's three main river basins.  <b>Describe the geographical location</b> of South America's three main river basins.  <b>Locate and mark on a map</b> the location of the highest waterfall in the world.</p> <p><u>South America: mountains</u>  <b>Locate and mark on a map</b> the geographical location of South America's major mountain ranges.  <b>Know</b> which countries the Andes mountain range passes through.  <b>Locate and mark on a map</b> the highest peak in the Andes.  <b>Locate and mark on a map</b> the world's highest capital city.</p>	<p><u>Tropical rainforest biome</u>  <b>Know</b> the different layers of a rainforest  <b>Know</b> in which layer most animals are found.</p> <p><u>Temperate deciduous forest biome</u>  <b>Know</b> the different layers of a temperate deciduous forest.</p> <p><u>South America: mountains</u>  <b>Define</b> the term 'seismic activity'.  <b>Describe</b> the physical features of areas of tectonic subduction.  <b>Know</b> what a plateau is.  <b>Know</b> which South American cities can be found on a mountain plateau?</p> <p><u>South America: rivers</u>  <b>Define</b> the word 'tributary'.  <b>Describe</b> what a river basin is.  <b>List information about the physical features</b> of South America's three main river basins.</p>	<p><u>Ocean currents</u>  <b>Describe</b> what is known as the Great Pacific Garbage Patch.</p> <p><u>South America: population</u>  <b>Know</b> the approximate population of South America  <b>Know</b> what does the term 'median age' means, and what the median age in South America is.  <b>Locate and mark on a map</b> the five most populous cities in South America.  <b>Define</b> the term 'population density'.  <b>Describe</b> some of the problems countries are facing as areas become more densely populated.</p>
Y6	<p><u>Tundra biome</u>  <b>Locate</b> arctic tundra areas on a map.  <b>Locate</b> alpine tundra areas on a map.</p> <p><u>Taiga biome</u>  <b>Locate</b> taiga biome areas on a map.</p> <p><u>Marine biome</u>  <b>Locate</b> marine biome areas on a map.</p> <p><u>Ice biome</u>  <b>Locate</b> ice biome areas on a map.</p> <p><u>North America</u>  <b>Describe</b> the geographical location of the continent of North America.  <b>Know</b> at which latitude the border between the two largest countries of North America is.</p> <p><u>North America: rivers</u>  <b>Locate and label</b> on a map the most significant rivers of North America.</p> <p><u>North America: mountains</u>  <b>Locate and mark</b> on a map the geographical location of North America's major mountain ranges.  <b>Locate and mark on a map</b> the highest peak in North America.</p>	<p><u>Tundra biome</u>  <b>Identify</b> the main features of a tundra biome.  <b>Explain</b> why there are no trees in a tundra biome.</p> <p><u>Taiga biome</u>  <b>Identify</b> the main features of the climate in a taiga biome.</p> <p><u>Marine biome</u>  <b>Identify</b> the three main zones.</p> <p><u>Ice biome</u>  <b>Identify</b> the main features of the climate in an ice biome.</p> <p><u>North America: rivers</u>  <b>Describe</b> the significant physical features of each river.  <b>Define</b> the word 'confluence'</p> <p><u>North America: mountains</u>  <b>Define</b> the term 'seismic activity'.  <b>Describe</b> the physical features of areas of tectonic subduction</p>	<p><u>North America - population</u>  <b>Describe the changes</b> in the population of North America from the 1500s to the 1600s.  <b>Define</b> the word 'colonise'.  <b>Define</b> the word 'indigenous'.  <b>Define</b> the word 'metropolitan'.</p>

	Diversity	Physical Processes	Human Processes	Technique
FS	<p><b>Recognise, know and describe</b> features of different places.</p> <p><b>Compare</b> their immediate environment to different places.</p>	<p><b>Understand</b> the effect of the changing seasons on the world around them and talk about how it impacts them.</p>		<p><b>Describe</b> themselves, objects and landmarks using relative positions e.g. in front, behind.</p> <p><b>Talk about</b> different perspectives e.g. birds eye.</p> <p><b>Know</b> what a map is and what it is for.</p> <p><b>Create and follow</b> simple maps.</p> <p>Use <b>talking</b> to people, <b>examining</b> photographs and <b>visiting</b> local places to find out about their local area.</p>
Y1	<p><u>Local area</u></p> <p><b>Compare</b> the diversity of Hykeham and London e.g. buildings, shops, restaurants etc.</p>	<p><u>Weather</u></p> <p><b>Observe and record</b> the weather for a whole school year.</p> <p><b>Define</b> the word 'weather'.</p> <p><b>Know</b> where does the physical process of weather take place.</p> <p><b>Compare and contrast</b> the weather across all four seasons.</p>		<p><u>Mapping the world</u></p> <p><b>Know</b> what a globe, map, atlas and satellite image are.</p> <p><b>Compare and contrast</b> a map of Earth with a satellite image.</p> <p><b>Point out</b> the main differences between a globe and a map.</p> <p><u>Describing maps of the world 1</u></p> <p><b>Label</b> a compass rose showing: north, south, east, west.</p> <p><b>Label</b> an image of Earth showing: north, south, east, west.</p> <p><b>Label</b> an image of Earth showing: North Pole, South Pole.</p> <p><u>Weather</u></p> <p><b>Label</b> common weather symbols.</p>
Y2	<p><u>Australia</u></p> <p><b>Compare</b> Lincoln to Sydney Australia.</p> <p><b>Know</b> what language is spoken in Australia.</p> <p><b>Compare</b> the population size of Lincoln and Sydney.</p> <p><b>Compare</b> the weather of Lincoln and Sydney.</p>		<p><u>The continents and oceans</u></p> <p><b>Know</b> what sort of pollution is harming marine species in the Pacific Ocean.</p> <p><b>Know</b> what does the word 'trade' means.</p> <p><b>Explain</b> why an ice breaker may be needed in the Southern Ocean.</p>	<p><u>Describing maps of the world 2</u></p> <p><b>Label</b> an image of Earth showing: axis, equator, northern hemisphere, southern hemisphere.</p> <p><b>Explain</b> how to find United Kingdom, 5 oceans, seven continents, location of the school on a map.</p> <p><u>Local Area</u></p> <p><b>Compare</b> local parks – St Aiden's and Glebe Park/park near Rustons.</p> <p><b>Use</b> OS map to see route to parks and size of parks – measure on Digimaps.</p> <p><b>Make</b> map of parks using photos &amp; aerial images for reference.</p> <p><b>Use</b> aerial images of the parks and the route to the parks – what will we pass on the way? Which roads will we cross?</p> <p><b>Sketch</b> the play equipment at the parks.</p> <p><b>Photograph</b> the play equipment at the parks to refer to when creating our maps.</p> <p><b>Justify</b> preferences and <b>identify</b> possible improvements.</p>

	Diversity	Physical Processes	Human Processes	Technique
Y3	<p><u>Europe</u>  <b>Know</b> how many countries are there in Europe.  <b>Locate and label</b> the countries of Europe.  <b>Name</b> the main regions of Europe.  <b>Know</b> how many languages are spoken in Europe.</p> <p><u>Europe - population</u>  <b>Know</b> what the three main types of languages spoken in Europe are.  <b>Know</b> which language is spoken by most Europeans as either their first or second language.  <b>Know</b> which European countries have the largest and smallest populations.</p>	<p><u>Water cycle</u>  <b>Know</b> where the water cycle takes place.  <b>Define</b> the word 'atmosphere'.  <b>illustrate and describe</b> the five steps of the water cycle.  <b>Know</b> what the term 'a continuous cycle' means.</p> <p><u>United Kingdom</u>  <b>Identify</b> UK climate zone and weather patterns.</p>	<p><u>Human Processes</u>  <b>Know</b> the main areas for livestock and crop farming.</p>	<p><u>Describing maps of the world 1 &amp; 2</u>  <b>Locate and label</b> the <i>equator</i> and the <i>tropics</i>.  <b>Describe</b> the climate in the tropics.  <b>Locate</b> the Arctic and Antarctic circles.  <b>Locate and label</b> the prime meridian.  <b>Know</b> what the prime meridian is.  <b>Label</b> the western and eastern hemispheres.</p> <p><u>Local area fieldwork</u>  <b>Identify</b> different areas of the school ground using maps and aerial images.  <b>Use</b> photos to record strengths and possible problems.  <b>Create</b> a map to show the features identified.  <b>Plan and carry out</b> interviews or questionnaires to gather views from children and/or staff.  <b>Make judgements and suggestions</b> based on the evidence collected</p>
Y4		<p><u>Landscape - mountains</u>  <b>Define</b> the word 'mountain'.  <b>List</b> two names for the top of a mountain.  <b>Know</b> what the official UK definition is of the height of a mountain.  <b>Know</b> what the name is for a series of mountains.</p> <p><u>Earthquakes and volcanoes: plate tectonics</u>  <b>Know</b> what the term 'plate tectonics' means.  <b>Know</b> what happens when tectonic plates move.  <b>Describe</b> the three ways in which tectonic plates move and what happens as a result.</p> <p><u>Earthquakes and volcanoes: impact</u>  <b>Know</b> what the word 'magnitude' means when it is used to describe earthquakes and volcanoes.  <b>Describe</b> the scale for measuring the magnitude of earthquakes.  <b>Describe</b> the scale for measuring the intensity of volcanoes.  <b>Know</b> what a tsunami is.  <b>Describe</b> the impact of the: 79 CE eruption of Vesuvius.</p> <p><u>Climate change</u>  <b>Define</b> the word 'weather'.  <b>Define</b> the word 'climate'.  <b>Describe</b> the physical process of climate change.  <b>Describe</b> some of the predicted effects of climate change.</p>	<p><u>Transportation - cities</u>  <b>Know</b> what the word 'transportation' means.  <b>Identify</b> some reasons for transportation within cities.  <b>Know</b> what is congestion is.  <b>Know</b> what pollution is.  <b>Describe</b> some health problems caused by traffic pollution.  <b>Describe</b> ways in which London is trying to reduce transport congestion and pollution.</p> <p><u>Transportation - national</u>  <b>List</b> some reasons why people might travel within the United Kingdom.  <b>List</b>, in order, the most frequently used forms of transport in the UK.  <b>List</b> some of the advantages and disadvantages of each type of travel.  <b>Know what</b> a transport network is</p> <p><u>Transportation - international</u>  <b>Know what</b> does the term 'international transportation' means.  <b>Know what</b> the main reasons for international transportation are.  <b>Define</b> the word 'destination'.  <b>Know</b> what a canal is.  <b>Locate</b> on a map and label: the Suez Canal, the Panama Canal.  <b>Know</b> what a cargo ship is.  <b>Know</b> what a port is.  <b>List</b> the advantages and disadvantages of: air travel, sea freight, passenger ships, rail, roads.</p> <p><u>Climate change</u>  <b>Describe</b> the main causes of climate change.  <b>Describe</b> the effects on animals and humans of climate change.  <b>Describe</b> attempts to manage the effects of climate change.</p>	<p><u>Describing maps of the world 3</u>  <b>Know</b> what are the names of the lines used to describe any place on Earth  <b>Label</b> these lines on a diagram of the Earth</p> <p><u>Transportation - national</u>  <b>Identify</b> on maps of the UK: a motorway, a main road, a secondary road, a minor road, a railway, a bridleway, a cycle path, an airport, a canal.</p> <p><u>Roman Lincoln fieldwork</u>  <b>Use</b> OS map to see where we walk on the visit – <b>introduce</b> some of the relevant OS symbols for features we will pass / see.  <b>Create or add to</b> a map to show where Roman features were found.  <b>Use</b> aerial images to locate Roman features.  <b>Sketch or photograph</b> some of the Roman evidence seen.</p>

	Diversity	Physical Processes	Human Processes	Technique
Y5	<p><u>Tropical rainforest biome</u> <b>Name</b> some of the animals, trees and plants found in the rainforest.</p> <p><u>Temperate deciduous forest biome</u> <b>Name</b> some of the animals found in UK temperate deciduous forests.</p> <p><u>South America</u> <b>Define</b> the word 'indigenous'. <b>Define</b> the word 'colony'. <b>Describe</b> some of the geographical diversity in South America, including: climate zones, biomes, population, languages.</p> <p><u>South America: population</u> <b>Define the term</b> 'sparsely populated' and give some examples in South America. <b>Describe</b> the population density in Rio de Janeiro. <b>Describe</b> the religious diversity in South America.</p>	<p><u>Ocean currents</u> <b>Know</b> what an ocean current is. <b>Know</b> what creates an ocean current.</p>	<p><u>Tropical rainforest biome</u> <b>Know</b> some of the products which come from rainforests. <b>Explain</b> why deforestation is a problem for the world's climate.</p> <p><u>Temperate deciduous forest biome</u> <b>Know</b> some resources which come from temperate deciduous forest. <b>Know</b> some of the threats which affect temperate deciduous forest.</p>	<p><u>Using maps: features</u> On a map of Europe, <b>locate and label</b> the: title, compass rose, key, lines of longitude and latitude, scale. <b>Describe</b> the purpose of each of these features.</p> <p><u>Using maps: four-figure grid references</u> <b>Know</b> what the horizontal lines on a map are called. <b>Know</b> what the vertical lines on a map are called. <b>Know</b> what a grid reference is. <b>Know</b> what a four-figure grid reference is. <b>Know</b> which grid reference is used first – the eastings or the northings. <b>Know</b> which part of the square a grid reference refers to. On the four-figure grid reference example map, <b>find</b>: 7333, 7134, 7234.</p> <p><u>South America: mountains</u> <b>Describe</b> the nature of a <i>topographic</i> map.</p> <p><u>Local Area fieldwork</u> <b>Use</b> aerial images to <b>identify</b> local woodland areas. <b>Link</b> aerial image to OS map and the symbols which tell us whether the wood is coniferous or non-coniferous. <b>Make</b> a map of what was seen after visit and/or <b>add</b> what was seen to an OS map. <b>Identify</b> some different tree types and/or other plants under trees (could use PE hoop to create a quadrant area to investigate). <b>Sketch</b> some of the trees/plants found <b>Photograph</b> some of the trees/plants found <b>Suggest</b> improvements to the woodland area for wildlife / local residents.</p>
Y6	<p><u>Tundra biome</u> <b>Know</b> how animals survive in the tundra.</p> <p><u>Taiga biome</u> <b>Know</b> what trees are found in the taiga. <b>Know</b> how animals survive in the taiga.</p> <p><u>Marine biome</u> <b>Know</b> the importance of marine plants as food and their role in climate change.</p> <p><u>Ice biome</u> <b>Know</b> why there are few animals in an ice biome.</p> <p><u>North America</u> <b>Describe, with examples</b>, the diversity that is associated with the climate zones that are found in North America.</p> <p><u>North America - population</u> <b>Define</b> the term 'most populous'. <b>Locate and label on a map</b> the most populous cities of North America. <b>Define the term</b> 'sparsely populated'. <b>Locate and label on a map</b> the most sparsely populated areas of North America. <b>Define the term</b> 'population density'. <b>Describe the population density</b> of North America.</p>		<p><u>Tundra biome</u> <b>Identify</b> human processes which can damage tundra areas.</p> <p><u>Taiga biome</u> <b>Know</b> why the taiga biome is largely uninhabited. <b>Identify</b> the problems caused by logging and mining.</p> <p><u>Ice biome</u> <b>Describe</b> how climate change is affecting polar ice.</p>	<p><u>Using maps: six-figure grid references</u> <b>Know</b> what a six-figure grid reference is. <b>Know</b> why you might use a six-figure grid reference rather than a four-figure grid reference. On the six-figure grid reference example map, <b>find</b>: 722332, 729331, 725339.</p> <p><u>North America: mountains</u> <b>Describe</b> the nature of a <i>topographic</i> map and <b>explain</b> why it is useful.</p> <p><u>Castleton visit – fieldwork</u> <b>Use</b> aerial images to identify physical and human features of the Castleton area. <b>Find</b> and <b>follow</b> a route. <b>Use</b> OS maps to relate the map to the landscape, identify named places and geographical features. <b>Use</b> symbols, key and compass directions. <b>Make</b> a map of what was seen after visit and/or <b>add</b> what was seen to an OS map (could be where they think benches should be added!) <b>Record</b> some features seen through field sketching or sketching from a photograph later. <b>Photograph</b> some features seen.</p>