

# Year 3 - Topic 1 – Local study and UK

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b><u>Locational knowledge</u></b>                      ☑ 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><b><u>Place knowledge</u></b>                      ☑ 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><b><u>Continents</u></b>                      Name and locate the continents of the world</p> <p><b><u>Countries</u></b>                      Know that countries are found within continents.                      Consolidate understanding of the UK as an Island that countries that make up the UK.                      Know that countries have capital cities and that is where their government is based.</p> <p><b><u>Time zones</u></b>                      Understand the difference between night and day.                      Know that in the UK there are 2 time zones (BST, GMT).</p> <p><b><u>Similarity and difference</u></b>                      Identify and name geographical similarities and differences between different areas of the UK.                      Identify and differences name geographical similarities between their locality (Iver) and different areas of the UK and Europe – including physical features such as rivers, hills, mountains and human features including settlements and land use.</p> <p><b><u>Hills and mountains</u></b>                      Know that hills and mountains are area of higher ground</p> <p><b><u>Volcanoes</u></b>                      Understand that a volcano is an opening of the earth’s crust and that there are different volcanoes,</p> <p><b><u>Oceans and seas</u></b>                      Name the 5 oceans                      Define an ocean as the largest area of water                      Understand that continents separate oceans</p> <p><b><u>Rivers</u></b>                      Define a river as a body of water with a current,</p>	<p><b><u>Geographical enquiry</u></b>                      Begin to ask/initiate geographical questions.                      Use NF books, stories, atlases, pictures/photos and internet as sources of information.                      Investigate places and themes at more than one scale                      Begin to collect and record evidence                      Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations,</p> <p><b><u>Direction/Location</u></b>                      Use 4 compass points to follow/give directions:                      Use letter/no. co-ordinates to locate features on a map.</p> <p><b><u>Drawing maps</u></b>                      Try to make a map of a short route experienced, with features in correct order;                      Try to make a simple scale drawing.</p> <p><b><u>Representation on maps</u></b>                      Know why a key is needed.                      Use standard symbols.</p> <p><b><u>Using Maps</u></b>                      Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>Conduct field work around the school environment to find human and physical features. Record in a table or on a map. Create a map to help locate the school within Iver.                      Use a map to help identify the River Thames. Understand where the River Thames is in relation to my school and identify the mouth and source.                      Name the countries of the UK and give their position in relation to Iver using N, S, E and W compass points.                      Use a map to identify hills and mountains in the UK. Compare the heights of the highest mountains in the UK using a bar chart or pictogram.                      Name and locate the capital cities of the countries in the UK. Begin to explain what a capital city is.                      Explore the impact that humans have upon the natural environment in the UK.                      Begin to discuss what we could do to improve it.</p>	<p>Human features</p> <p>Physical features</p> <p>Settlement</p> <p>Village</p> <p>Town</p> <p>City</p> <p>County</p> <p>Region</p> <p>Country</p> <p>Continent</p> <p>harbour</p> <p>port</p> <p>farm</p> <p>factory</p> <p>Border</p> <p>weather</p> <p>beach</p> <p>coastline</p> <p>mountain</p> <p>valley</p> <p>cliff</p>

# Year 3 - Topic 1- Local Study and UK

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Human and physical geography</b>                      ☑ 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> <p><b>Geographical skills and fieldwork</b>                      ☑ 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.</p>	<p><b><u>Natural disasters</u></b>                      Understand extreme weather can negatively impact human settlement. Relate to current experience e.g. Storm Eunice.</p> <p><b><u>Weather and climate</u></b>                      Understand in England that there are 4 seasons which have different weather.                      Know that weather in different parts of the world.</p> <p><b><u>Types of settlement and land use</u></b>                      Describe a settlement as a place where humans have chosen to live and build communities.</p> <p><b><u>Trade / distribution of resources</u></b>                      Understand trade as the process of buying and selling goods.</p> <p><b><u>Human impact</u></b>                      Understand that humans impact the natural environment both positively and negatively.                      Reflect on the visible impact of humans in their locality.                      Consider the personal changes they could make to lessen their impact on the immediate environment.</p> <p><b><u>Culture</u></b>                      Explore the concept of culture relevant to themselves.                      Consider the factors which influence their own culture.                      Explore how people present their culture.                      Begin to identify similarities and differences between their culture and the culture</p>	<p><b><u>Scale and Distance</u></b>                      Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p><b><u>Perspective</u></b>                      Begin to draw a sketch map from a high view point.</p> <p><b><u>Map Knowledge</u></b>                      Begin to identify points on maps A,B and C</p> <p><b><u>Using different map styles</u></b>                      Use large scale OS maps.                      Begin to use map sites on internet.                      Begin to use junior atlases.                      Begin to identify features on aerial/oblique photographs.</p> <p><b><u>Field work – Observing, measuring presenting</u></b>                      Draw and use more detailed field sketches and diagrams, using symbols for a key                      Observe, measure and record the human features in the local area responding to a range of geographical questions                      Locate appropriate information, needed for a task, from a source material</p>	<p>Conduct field work around the school environment to find human and physical features. Record in a table or on a map. Create a map to help locate the school within Iver.</p> <p>Use a map to help identify the River Thames. Understand where the River Thames is in relation to my school and identify the mouth and source.</p> <p>Name the countries of the UK and give their position in relation to Iver using N, S, E and W compass points.</p> <p>Use a map to identify hills and mountains in the UK. Compare the heights of the highest mountains in the UK using a bar chart or pictogram.</p> <p>Name and locate the capital cities of the countries in the UK. Begin to explain what a capital city is.</p> <p>Explore the impact that humans have upon the natural environment in the UK. Begin to discuss what we could do to improve it.</p>	<p>ocean</p> <p>sea</p> <p>river</p> <p>mouth</p> <p>source</p> <p>hills</p> <p>seasons</p> <p>atlas</p> <p>map</p> <p>key</p> <p>elevation</p> <p>contour lines</p> <p>Currency</p> <p>Pound</p> <p>Sterling</p> <p>Euro</p> <p>Trade</p> <p>Landmark</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Position</p> <p>Direction</p>

## Year 3 - Topic 2 – Continents of the world

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><u>Locational knowledge</u>                      ☑ 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><u>Place knowledge</u>                      ☑ 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><u>Continents</u>                      Name and locate the continents of the world</p> <p><u>Countries</u>                      Know that countries are found within continents.                      Consolidate understanding of the UK as an Island that countries that make up the UK.                      Know that countries have capital cities and that is where their government is based.</p> <p><u>Time zones</u>                      Understand the difference between night and day.                      Know that in the UK there are 2 time zones (BST, GMT).</p> <p><u>Similarity and difference</u>                      Identify and name geographical similarities and differences between different areas of the UK.                      Identify and differences name geographical similarities between their locality (Iver) and different areas of the UK and Europe – including physical features such as rivers, hills, mountains and human features including settlements and land use.</p> <p><u>Hills and mountains</u>                      Know that hills and mountains are area of higher ground</p> <p><u>Volcanoes</u>                      Understand that a volcano is an opening of the earth’s crust and that there are different volcanoes.</p> <p><u>Oceans and seas</u>                      Name the 5 oceans                      Define an ocean as the largest area of water                      Understand that continents separate oceans</p> <p><u>Rivers</u>                      Define a river as a body of water with a current.</p>	<p><u>Geographical enquiry</u>                      Begin to ask/initiate geographical questions.                      Use NF books, stories, atlases, pictures/photos and internet as sources of information.                      Investigate places and themes at more than one scale                      Begin to collect and record evidence                      Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p><u>Direction/Location</u>                      Use 4 compass points to follow/give directions:                      Use letter/no. co-ordinates to locate features on a map.</p> <p><u>Drawing maps</u>                      Try to make a map of a short route experienced, with features in correct order;                      Try to make a simple scale drawing.</p> <p><u>Representation on maps</u>                      Know why a key is needed.                      Use standard symbols.</p> <p><u>Using Maps</u>                      Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p><u>Continents of the world</u>                      Name and locate the continents of the world using compass point directions in relation to the UK.                      Identify seas and oceans and their location and proximity to the continents of the world.                      Use maps and atlases to identify mountain ranges and locate mountain ranges on the continents of the world.                      Use maps and atlases to identify and locate rivers on the continents of the world. Identify the mouth and source of some of these rivers.                      Explain what a volcano is and locate them on maps. Identify continents that have more volcanoes and those that have less.</p>	<p>Human features                      Physical features                      Settlement                      Village                      Town                      City                      County                      Region                      Country                      Continent                      harbour                      port                      farm                      factory                      Border                      weather                      beach                      coastline                      mountain                      valley                      cliff</p>

# Year 3 - Topic 2 – Continents of the world

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><u>Human and physical geography</u></p> <p>☑ describe and understand key aspects of:</p> <p>☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>☑ 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> <p>Geographical skills and fieldwork</p> <p>☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☑ 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</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Natural disasters</u> Understand extreme weather can negatively impact human settlement. Relate to current experience e.g. Storm Eunice.</p> <p><u>Weather and climate</u> Understand in England that there are 4 seasons which have different weather. Know that weather in different parts of the world.</p> <p><u>Types of settlement and land use</u> Describe a settlement as a place where humans have chosen to live and build communities.</p> <p><u>Trade / distribution of resources</u> Understand trade as the process of buying and selling goods.</p> <p><u>Human impact</u> Understand that humans impact the natural environment both positively and negatively. Reflect on the visible impact of humans in their locality. Consider the personal changes they could make to lessen their impact on the immediate environment.</p> <p><u>Culture</u> Explore the concept of culture relevant to themselves. Consider the factors which influence their own culture. Explore how people present their culture. Begin to identify similarities and differences between their culture and the culture</p>	<p><u>Scale and Distance</u> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p> <p><u>Perspective</u> Begin to draw a sketch map from a high view point.</p> <p><u>Map Knowledge</u> Begin to identify points on maps A,B and C</p> <p><u>Using different map styles</u> Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p> <p><u>Field work – Observing, measuring presenting</u> Draw and use more detailed field sketches and diagrams, using symbols for a key Observe, measure and record the human features in the local area responding to a range of geographical questions Locate appropriate information, needed for a task, from a source material</p>	<p><u>Continents of the world</u></p> <p>Name and locate the continents of the world using compass point directions in relation to the UK.</p> <p>Identify seas and oceans and their location and proximity to the continents of the world.</p> <p>Use maps and atlases to identify mountain ranges and locate mountain ranges on the continents of the world.</p> <p>Use maps and atlases to identify and locate rivers on the continents of the world. Identify the mouth and source of some of these rivers.</p> <p>Explain what a volcano is and locate them on maps. Identify continents that have more volcanoes and those that have less.</p>	<p>ocean</p> <p>sea</p> <p>river</p> <p>mouth</p> <p>source</p> <p>hills</p> <p>seasons</p> <p>atlas</p> <p>map</p> <p>key</p> <p>elevation</p> <p>contour lines</p> <p>Mediterranean</p> <p>Atlantic Ocean</p> <p>Arctic ocean</p> <p>Island</p> <p>Landlocked country</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Position</p> <p>Direction</p>

# Year 3 - Topic 3 – Europe

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><u>Locational knowledge</u>                      ☑ 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><u>Place knowledge</u>                      ☑ 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><u>Continents</u>                      Name and locate the continents of the world</p> <p><u>Countries</u>                      Know that countries are found within continents.                      Consolidate understanding of the UK as an Island that countries that make up the UK.                      Know that countries have capital cities and that is where their government is based.</p> <p><u>Time zones</u>                      Understand the difference between night and day.                      Know that in the UK there are 2 time zones (BST, GMT).</p> <p><u>Similarity and difference</u>                      Identify and name geographical similarities and differences between different areas of the UK.                      Identify and differences name geographical similarities between their locality (Iver) and different areas of the UK and Europe – including physical features such as rivers, hills, mountains and human features including settlements and land use.</p> <p><u>Hills and mountains</u>                      Know that hills and mountains are area of higher ground</p> <p><u>Volcanoes</u>                      Understand that a volcano is an opening of the earth’s crust and that there are different volcanoes.</p> <p><u>Oceans and seas</u>                      Name the 5 oceans                      Define an ocean as the largest area of water                      Understand that continents separate oceans</p> <p><u>Rivers</u>                      Define a river as a body of water with a current.</p>	<p><u>Geographical enquiry</u>                      Begin to ask/initiate geographical questions.                      Use NF books, stories, atlases, pictures/photos and internet as sources of information.                      Investigate places and themes at more than one scale                      Begin to collect and record evidence                      Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p><u>Direction/Location</u>                      Use 4 compass points to follow/give directions:                      Use letter/no. co-ordinates to locate features on a map.</p> <p><u>Drawing maps</u>                      Try to make a map of a short route experienced, with features in correct order;                      Try to make a simple scale drawing.</p> <p><u>Representation on maps</u>                      Know why a key is needed.                      Use standard symbols.</p> <p><u>Using Maps</u>                      Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p><u>Continents of the world</u>                      Locate Europe on a range of sources (atlas, world map, globe) and use compass points to give position relevant to the UK. Identify the oceans and seas that surround European countries.                      Understand that some counties in Europe border the sea and some border other countries. Name these as coastal or landlocked. Use maps to identify the Alps in Europe and the countries they are within. Identify heights of different mountains within this range and present the data to compare the heights.                      Investigate the volcano, Mount Etna. Explain the impact the eruptions have on plants, animals and humans. Explore the weather and climate in different European countries and how they compare to the UK. Identify extreme weather that occurs in Europe and relate to my own experience e.g. Wildfires, Storm Eunice etc.                      Identify the main trade that occurs in Europe</p>	<p>Human features                      Physical features                      Settlement                      Village                      Town                      City                      County                      Region                      Country                      Continent                      harbour                      port                      farm                      factory                      Border                      weather                      beach                      coastline                      mountain                      valley                      cliff</p>



# Year 4 - Topic 1 – Africa 1

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Locational knowledge</b>                      ☑ 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><b>Place knowledge</b>                      ☑ 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><b>Continents</b>                      Define a continent as a continuous expanse of land.                      Give the position of continents in relation to themselves.</p> <p><b>Countries</b>                      Describe some countries as landlocked and some countries as Islands. Identify this using a map relative to area studied.                      Understand that countries are divided into regions.                      Understand the difference between urban and rural areas.</p> <p><b>Latitude and longitude</b>                      Know that latitude and longitude help to describe the position of places on earth.                      Relate latitude to the direction of East – West                      Relate longitude to the direction North – South</p> <p><b>Hemispheres</b>                      Know that the world can be divided into the North and South hemisphere.</p> <p><b>Equator</b>                      Know that the equator is an imaginary line that divides the world into hemispheres.</p> <p><b>Time zones</b>                      Describe how day and night changes in the UK when the time zone changes.                      Know that the time in the UK is not the same as the time in other countries.                      Calculate the time difference between the UK and countries studied.</p> <p><b>Similarity and difference</b>                      Identify and name geographical similarities and differences between their locality (Iver) and areas studied (Africa)                      Identify similarities and differences in each area of human and physical geography studied.</p> <p><b>Hills and mountains</b>                      Know that hills and mountains are measured in metres above sea level.                      Compare the heights of different mountains and hills in places studied.</p> <p><b>Volcanoes</b>                      Name and locate key volcanoes.,                      Describe the difference between dormant, active and extinct volcano.                      Describe the impact of a volcanic eruption.</p> <p><b>Oceans and seas</b>                      Understand the difference between oceans and seas in relation to position.                      Begin to understand the expanse of oceans and seas in the world.                      Understand the position of oceans relative to continents and countries studied (using N, S, E, W)</p>	<p><b>Geographical enquiry</b>                      Ask and respond to questions and offer their own ideas.                      Extend to satellite images, aerial photographs                      Investigate places and themes at more than one scale                      Collect and record evidence with some aid                      Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p><b>Direction/Location</b>                      Use 4 compass points well:                      Begin to use 8 compass points;                      Use letter/no. co-ordinates to locate features on a map confidently.</p> <p><b>Drawing maps</b>                      Make a map of a short route experienced, with features in correct order;                      Make a simple scale drawing.</p> <p><b>Representation on maps</b>                      Know why a key is needed.                      Begin to recognise symbols on an OS map.</p> <p><b>Using Maps</b>                      Locate places on large scale maps, (e.g. Find UK or India on globe)                      Follow a route on a large-scale map.</p>	<p>Know that Africa is a continent. Locate the continent of Africa in relation to the UK using compass points.</p> <p>Explore how the movement of plates caused the continent of Africa to be formed. Identify the oceans and seas that surround Africa and identify the countries in Africa that are landlocked and those that are coastal. Identify major mountain ranges within Africa and begin to describe how the movement of plates has led to their formation. Identify the volcanoes within Africa and name the key parts of them.</p>	<p>Physical Geography                      Human Geography                      Africa                      Continent                      Tectonic Plate                      Climate                      Weather                      Savannah                      Rainforest</p> <p>Grasslands                      Biomes                      Colonisation                      Mining                      Farming                      Settlements                      Pangaea                      Permian                      Triassic                      Jurassic                      Cretaceous                      Continental Drift                      Mountains                      Countries                      Currency                      Capital City                      Flag                      Population                      Life Expectancy</p>

# Year 4 - Topic 1 – Africa 1

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Human and physical geography</b>                      ☑ 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> <p><b>Geographical skills and fieldwork</b>                      ☑ 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.</p>	<p><b>Rivers</b>                      Understand that a river has a source and a mouth. Describe the location of the source and mouth of rivers in relation to mountains and oceans. Explain that rivers in area change over time</p> <p><b>Natural disasters</b>                      Describe a natural disaster as a natural event that can cause damage, loss or devastation. Name some types of natural disasters.</p> <p><b>Weather and climate</b>                      Understand the link between weather and natural disasters. Describe the impact the position of a country has on its weather and climate.</p> <p><b>Types of settlement and land use</b>                      Know that within countries there are different types of settlement (city, town, village, hamlet)                      Trade / distribution of resources</p> <p><b>Trade and distribution of resources</b>                      Describe the term import and export. Describe the main areas of trade in places studied.</p> <p><b>Human impact</b>                      Begin to understand the wider impact of human behaviour. Know that human impact can be felt beyond their locality. Explore places that reflect this e.g. Henderson island.                      Consider the personal changes they could make to limit their impact on more distant environments.</p> <p><b>Culture</b>                      Develop a clear understanding of the cultures represented within their class community.                      Compare and contrast the culture of themselves to those living in places studied.                      Describe how people represent their culture in areas studied using a variety of resources.                      Discuss the need to be respectful of the culture of others.</p>	<p><b>Scale and Distance</b>                      Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p> <p><b>Perspective</b>                      Draw a sketch map from a high view point.</p> <p><b>Map Knowledge</b>                      Begin to identify significant places and environments</p> <p><b>Using different map styles</b>                      Use large and medium scale OS maps.                      Use junior atlases.                      Use map sites on internet.                      Identify features on aerial/oblique photographs.</p> <p><b>Field work – Observing, measuring presenting</b>                      Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p>Suggest which source material to use for a specific task, locating the information needed</p> <p>Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions</p>	<p>Know that Africa is a continent. Locate the continent of Africa in relation to the UK using compass points.</p> <p>Explore how the movement of plates caused the continent of Africa to be formed. Identify the oceans and seas that surround Africa and identify the countries in Africa that are landlocked and those that are coastal. Identify major mountain ranges within Africa and begin to describe how the movement of plates has led to their formation. Identify the volcanoes within Africa and name the key parts of them.</p>	<p>Physical Geography                      Human Geography                      Africa                      Continent                      Tectonic Plate                      Climate                      Weather                      Savannah                      Rainforest</p> <p>Grasslands                      Biomes                      Colonisation                      Mining                      Farming                      Settlements                      Pangaea                      Permian                      Triassic                      Jurassic                      Cretaceous                      Continental Drift                      Mountains                      Countries                      Currency                      Capital City                      Flag                      Population                      Life Expectancy</p>











# Year 5 – Topic 1 - China

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Locational knowledge</b></p> <p>☑ 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</p> <p>☑ 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</p> <p>☑ 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><b>Place knowledge</b></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><b>Continents</b> Recognise the continents of the world in different representations. Understand how continents have been formed and the land of earth has changed over time.</p> <p><b>Countries</b> Begin to explore the idea of transcontinental countries which are located within more than one continent. Describe different types of countries such as archipelagos.</p> <p><b>Latitude and longitude</b> Identify lines of longitude and latitude on different representations (maps, atlases, globes) Understand that these are imaginary lines and not visible on earth.</p> <p><b>Hemispheres</b> Describe which hemisphere countries and continents studied are in.</p> <p><b>Equator</b> Explore the differences between countries that are close to the equator line and those that are far from the equator line.</p> <p><b>Tropics of Cancer and Capricorn</b> Know that the tropic of cancer marks the northern edge of the area known as the tropics. Know that the tropic of Capricorn marks the southern edge of the area known as the tropics.</p> <p><b>Arctic and Antarctic circle</b> Know that the Arctic circle is in the north and the Antarctic circle is in the south.</p> <p><b>Time zones</b> Understand what happens to cause night and day. Use this to begin to explain why different countries have different time zones.</p> <p><b>Similarity and difference</b> Identify and name geographical similarities and differences between their locality (Iver) and areas studied (Asia) Identify similarities and differences in each area of human and physical geography studied and begin to apply their location knowledge to give reasons for differences identified.</p> <p><b>Hills and mountains</b> Know that the landscape of earth has changed over time. Understand that the landscape of earth has changed over time as result of the movement of tectonic plates</p> <p><b>Volcanoes</b> Understand the cause of a volcanic eruption. Know and name the different parts of a volcano.</p> <p><b>Oceans and seas</b> Understand the difference between oceans and seas in relation to position. Begin to understand the expanse of oceans and seas in the world. Understand the position of oceans relative to continents and countries studied (using N, S, E, W)</p>	<p><b>Geographical enquiry</b> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p><b>Direction/Location</b> Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.</p> <p><b>Drawing maps</b> Begin to draw a variety of thematic maps based on their own data.</p> <p><b>Representation on maps</b> Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p> <p><b>Using Maps</b> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Know the position of China relative to the UK using compass points. Know the location of Asia in relation to longitude and latitude. Locate Asia using grid references. Identify the different landscapes of China using a map/atlas. Identify major mountain ranges in China. Describe the different parts of mountains and begin to describe their formation in relation to movement of tectonic plates. Use scale on maps and other representations such as contour lines to identify the heights of mountains in China. Locate major rivers in china and the key parts of rivers previously studied. Describe how erosion has caused meanders to form in rivers and how this has changed the landscape of China over time.</p> <p>Explore the settlement of people in China and how this has changed over time. Explore the different types of settlement in China today and how this differs. Link settlements in China to key trade and economic development.</p>	<p>Location World Continent Country Position Border Population Landscape Mountains Desert Grassland Frozen tundra Desertification Environmental impact Settlement Culture Economic Local Import Export Surplus Disaster Natural Impact Source Mouth Tributary Bay Floodplain Basin Erosion Meander Upstream Downstream</p>

# Africa 2

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Human and physical geography</b>            ☑ 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> <p><b>Geographical skills and fieldwork</b>            ☑ 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.</p>	<p><b>Rivers</b>            Explain how the process of erosion forms meanders in a lake. Know and name the different parts of a river.</p> <p><b>Natural disasters</b>            Know that natural disasters have different degrees of severity. Understand that natural disasters are more likely in certain areas. Explore the impact of a natural disaster in the context of places studied.</p> <p><b>Weather and climate</b>            Describe the 5 main biomes and the climates that are found there</p> <p><b>Types of settlement and land use</b>            Compare and contrast different types of settlements based on human and physical features.</p> <p><b>Trade and distribution of resources</b>            Understand how natural resources and physical features of an area impact trade. Begin to understand how availability of natural resources impacts the wealth of a country. Consider why different settlements may have been chosen in relation to trade e.g. ports</p> <p><b>Human impact</b>            Develop understanding human impact on the global environment. Compare and contrast the impact of humans in different types of settlements and in different countries and continents. Consider the changes that could be made on a community / national level to lessen the impact of humans.</p> <p><b>Culture</b>            Describe the importance of culture to individuality and sense of self. Begin to explore the concept and meaning of diversity in relation to culture. Explore the idea of stereotyping in relation to culture and how to be respectful to others.</p>	<p><b>Scale and Distance</b>            Measure straight line distance on a plan. Find/recognise places on maps of different scales.</p> <p><b>Perspective</b>            Draw a plan view map with some accuracy.</p> <p><b>Map Knowledge</b>            Identify significant places and environments</p> <p><b>Using different map styles</b>            Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p><b>Field work – Observing, measuring presenting</b>            Field sketches should show understanding of pattern, movement and change            Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.</p>	<p>Know the position of China relative to the UK using compass points. Know the location of Asia in relation to longitude and latitude. Locate Asia using grid references. Identify the different landscapes of China using a map/atlas. Identify major mountain ranges in China. Describe the different parts of mountains and begin to describe their formation in relation to movement of tectonic plates. Use scale on maps and other representations such as contour lines to identify the heights of mountains in China. Locate major rivers in china and the key parts of rivers previously studied. Describe how erosion has caused meanders to form in rivers and how this has changed the landscape of China over time.</p> <p>Explore the settlement of people in China and how this has changed over time. Explore the different types of settlement in China today and how this differs. Link settlements in China to key trade and economic development.</p>	<p>Location            World            Continent            Country            Position            Border            Population            Landscape            Mountains            Desert            Grassland            Frozen tundra            Desertification            Environmental impact            Settlement            Culture            Economic            Local            Import            Export            Surplus            Disaster            Natural            Impact            Source            Mouth            Tributary            Bay            Floodplain            Basin            Erosion            Meander            Upstream            Downstream</p>











# Year 6 – Topic 1 – South America

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Locational knowledge</b>                      ☑ 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><b>Place knowledge</b>                      ☑ 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><b>Continents</b>                      Consolidate understanding of continents of the world. Compare and contrast the continents of the world to areas studied in Year 6.</p> <p><b>Countries</b>                      Consolidate understanding of the different types of countries and land formation. Draw on previous knowledge to compare and contrast countries studied.</p> <p><b>Latitude and longitude</b>                      Begin to locate countries using lines of longitude and latitude.</p> <p><b>Hemispheres</b>                      Understand the differences in climate and weather in different hemispheres.</p> <p><b>Equator</b>                      Describe the equator as 0 °                      Make predictions about countries studied based on its proximity to the equator</p> <p><b>Tropics of Understand the origin of the names of the tropics.</b>                      Describe where the tropic of cancer and the tropic of Capricorn is in relation to continents, countries and oceans studied. Use their position to explain the likely climate. Cancer and Capricorn</p> <p><b>Arctic and Antarctic circle</b>                      Use understanding of position and location to decide the likely climates in the arctic and Antarctic circle.</p> <p><b>Time zones</b>                      Understand that larger continents e.g. North America can have multiple different time zones. Consolidate understanding of a country position in relation to time zone.</p> <p><b>Similarity and difference</b>                      Identify and name geographical similarities and differences between their locality (Iver) and areas studied (North and South America)                      Identify similarities and differences in each area of human and physical geography studied and give geographically reasonable justification for differences identified by applying location knowledge.</p> <p><b>Hills and mountains</b>  <b>Describe the process of mountain formation</b></p> <p><b>Volcanoes</b>                      Understand that there are different types of volcanic eruption and lava flow.                      Name and describe the different types of volcano.</p> <p><b>Oceans and seas</b></p>	<p><b>Geographical enquiry</b></p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p><b>Direction/Location</b>                      Use 8 compass points confidently and accurately;                      Use 4 figure co-ordinates confidently to locate features on a map.                      Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</p> <p><b>Drawing maps</b>                      Draw a variety of thematic maps based on their own data.                      Begin to draw plans of increasing complexity.</p> <p><b>Representation on maps</b>                      Use/recognise OS map symbols;                      Use atlas symbols.</p> <p><b>Using Maps</b>                      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. (e.g. mountain regions, weather patterns)</p>	<p>South America</p> <p>Know the position and location of South America in relation to themselves and other places studied. Describe location in relation to which hemisphere and proximity to the Tropics of Cancer and Capricorn and the equator. Identify countries within South America and name those that are coastal and landlocked. Identify and name seas and oceans surrounding South America.</p> <p>Understand the different climates in South America and how this relates to its position within the world.</p> <p>In depth study of the Amazon river – identifying the countries it flows through. Identify different features of the river from previous study on rivers (mouth, source, tributaries, streams, meanders etc). Identify oxbow lakes that have been formed along the Amazon river and how they were formed.</p> <p>Explore the location of South America in relation to the ‘ring of fire’ and explain how this relates to volcanoes. Identify active and dormant volcanoes across the region</p>	<p>Continent                      Country                      Territory                      Border                      Region                      State                      Topographical                      Human geography                      Physical geography                      Mountain range                      Elevation                      Tectonic plates                      Volcano                      Magma                      Eruption                      Lava                      Molten rock                      Active                      Dormant                      Extinct                      Population                      Population density                      Culture                      Trade                      Industry                      Product                      Export                      Import                      Source                      Mouth                      Tributary                      Bay                      Floodplain                      Basin                      Erosion                      Meander                      Upstream                      Downstream</p>

# Year 6 – Topic 1 – South America

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><b>Human and physical geography</b>                      ☑ 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> <p><b>Geographical skills and fieldwork</b>                      ☑ 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.</p>	<p><b>Oceans and Seas</b>                      Link their understanding of oceans and seas to rivers. Understand the water cycle and how it impacts oceans and seas. Describe how oceans and seas have changed over time and are continuing to change as a result of human impact.</p> <p><b>Rivers</b>                      Explain how the process of erosion can lead to oxbow lakes. Describe the features of different parts of the river including changes to current and flow.</p> <p><b>Natural disasters</b>                      Assess the likelihood of different natural disasters occurring in given areas based on physical features and location.</p> <p><b>Weather and climate</b>                      Predict the weather and climate of a country based on its position in the world.                      Describe the impact weather and climate have on human settlement and activity.</p> <p><b>Types of settlement and land use</b>                      Describe why settlement of people has occurred in key places (e.g. near seas to build ports for trade)</p> <p><b>Trade and distribution of resources</b>                      Discuss the equality/inequalities of trade and resources across the world.                      Compare and contrast the trade in areas of varying economic development.                      Identify ways in which the world aims to ensure trade is fair.</p> <p><b>Human impact</b>                      Begin to understand the impact humans are having on areas of physical geography e.g.                      -Sea levels                      -Weather and climate                      -Air quality                      Begin to understand the international efforts to reduce human impact.</p> <p><b>Culture</b>                      Describe and define the terms equality and diversity.</p>	<p><b>Scale and Distance</b>                      Use a scale to measure distances. Draw/use maps and plans at a range of scales</p> <p><b>Perspective</b>                      Draw a plan view map with some accuracy.</p> <p><b>Map Knowledge</b>                      Confidently identify significant places and environments</p> <p><b>Using different map styles</b>                      Use OS maps.                      Confidently use an atlas.                      Recognise world map as a flattened globe.</p> <p><b>Field work – Observing, measuring presenting</b>                      Field sketches should show understanding of pattern, movement and change                      Use maps, aerial photos, plans and web resources to describe what a locality might be like</p>	<p>South America</p> <p>Know the position and location of South America in relation to themselves and other places studied. Describe location in relation to which hemisphere and proximity to the Tropics of Cancer and Capricorn and the equator. Identify countries within South America and name those that are coastal and landlocked. Identify and name seas and oceans surrounding South America.</p> <p>Understand the different climates in South America and how this relates to its position within the world.</p> <p>In depth study of the Amazon river – identifying the countries it flows through. Identify different features of the river from previous study on rivers (mouth, source, tributaries, streams, meanders etc). Identify oxbow lakes that have been formed along the Amazon river and how they were formed.</p> <p>Explore the location of South America in relation to the ‘ring of fire’ and explain how this relates to volcanoes. Identify active and dormant volcanoes across the region</p>	<p>Continent                      Country                      Territory                      Border                      Region                      State                      Topographical                      Human geography                      Physical geography                      Mountain range                      Elevation                      Tectonic plates                      Volcano                      Magma                      Eruption                      Lava                      Molten rock                      Active                      Dormant                      Extinct                      Population                      Population density                      Culture                      Trade                      Industry                      Product                      Export                      Import                      Source                      Mouth                      Tributary                      Bay                      Floodplain                      Basin                      Erosion                      Meander                      Upstream                      Downstream</p>

# Year 6 – Topic 2 - Brazil

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><u>Locational knowledge</u>                      ☑ 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><u>Place knowledge</u>                      ☑ 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><u>Continents</u>                      Consolidate understanding of continents of the world.                      Compare and contrast the continents of the world to areas studied in Year 6.</p> <p><u>Countries</u>                      Consolidate understanding of the different types of countries and land formation.                      Draw on previous knowledge to compare and contrast countries studied.</p> <p><u>Latitude and longitude</u>                      Begin to locate countries using lines of longitude and latitude.</p> <p><u>Hemispheres</u>                      Understand the differences in climate and weather in different hemispheres.</p> <p><u>Equator</u>                      Describe the equator as 0 °                      Make predictions about countries studied based on its proximity to the equator</p> <p><u>Tropics of Understand the origin of the names of the tropics.</u>                      Describe where the tropic of cancer and the tropic of Capricorn is in relation to continents, countries and oceans studied.                      Use their position to explain the likely climate.                      Cancer and Capricorn</p> <p><u>Arctic and Antarctic circle</u>                      Use understanding of position and location to decide the likely climates in the arctic and Antarctic circle.</p> <p><u>Time zones</u>                      Understand that larger continents e.g. North America can have multiple different time zones.                      Consolidate understanding of a country position in relation to time zone.</p> <p><u>Similarity and difference</u>                      Identify and name geographical similarities and differences between their locality (Iver) and areas studied (North and South America)                      Identify similarities and differences in each area of human and physical geography studied and give geographically reasonable justification for differences identified by applying location knowledge.</p> <p><u>Hills and mountains</u>                      Describe the process of mountain formation</p> <p><u>Volcanoes</u>                      Understand that there are different types of volcanic eruption and lava flow.                      Name and describe the different types of volcano.</p> <p><u>Oceans and seas</u></p>	<p><u>Geographical enquiry</u></p> <p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p><u>Direction/Location</u>                      Use 8 compass points confidently and accurately;                      Use 4 figure co-ordinates confidently to locate features on a map.                      Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</p> <p><u>Drawing maps</u>                      Draw a variety of thematic maps based on their own data.                      Begin to draw plans of increasing complexity.</p> <p><u>Representation on maps</u>                      Use/recognise OS map symbols;                      Use atlas symbols.</p> <p><u>Using Maps</u>                      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. (e.g. mountain regions, weather patterns)</p>	<p>Brazil</p> <p>Know the location of Brazil in relation to themselves and other places studied.                      Identify capital and major cities within Brazil and surrounding seas and oceans.</p> <p>Apply understanding of location in relation to Tropics and equator and relate this to climate and weather, including extreme weather and natural disasters.</p> <p>Study the Sugarloaf Mountain in Rio de Janeiro. Identify on a variety of sources and understand height and position comparatively to other known mountains.                      Label the parts of the mountains and explain how it was formed relative to the movement of tectonic plates.</p> <p>Understand different settlements in Brazil and compare and contrast rural to urban areas. Compare the settlements to known settlements in their life. Explore the formation of culture in Brazil and look at famous festivals e..g carnival.</p> <p>Develop an understanding of trade in Brazil and the different levels of economic development within the country.                      Investigate the fair trade movement and the impact this has on coffee farmers in the country.</p>	<p>Population density                      Border                      Region                      State                      Pantanal                      Human geography                      Physical geography                      Landscape                      Amazon basin                      Wetlands                      Highlands                      Topographical                      Land elevation                      Sea level                      Biodiversity                      Biomes                      Rainforest                      Tropical                      Forest floor                      Understorey                      Canopy Layer                      Emergent layer                      Species                      Native                      Tribespeople                      Deforestation                      Urban                      Rural                      Urbanisation                      Favela                      Shanty town                      Tourism                      Tourist                      Destination</p>

# Year 6 – Topic 2 – Brazil

National Curriculum statements (KS2)	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<p><u>Human and physical geography</u>                      ☑ 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> <p>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.</p>	<p><u>Oceans and Seas</u>                      Link their understanding of oceans and seas to rivers. Understand the water cycle and how it impacts oceans and seas. Describe how oceans and seas have changed over time and are continuing to change as a result of human impact.</p> <p><u>Rivers</u>                      Explain how the process of erosion can lead to oxbow lakes. Describe the features of different parts of the river including changes to current and flow.</p> <p><u>Natural disasters</u>                      Assess the likelihood of different natural disasters occurring in given areas based on physical features and location.</p> <p><u>Weather and climate</u>                      Predict the weather and climate of a country based on its position in the world.                      Describe the impact weather and climate have on human settlement and activity.</p> <p><u>Types of settlement and land use</u>                      Describe why settlement of people has occurred in key places (e.g. near seas to build ports for trade)</p> <p><u>Trade and distribution of resources</u>                      Discuss the equality/inequalities of trade and resources across the world.                      Compare and contrast the trade in areas of varying economic development.                      Identify ways in which the world aims to ensure trade is fair.</p> <p><u>Human impact</u>                      Begin to understand the impact humans are having on areas of physical geography e.g.                      -Sea levels                      -Weather and climate                      -Air quality                      Begin to understand the international efforts to reduce human impact.</p> <p><u>Culture</u>                      Describe and define the terms equality and diversity.</p>	<p><u>Scale and Distance</u>                      Use a scale to measure distances. Draw/use maps and plans at a range of scales</p> <p><u>Perspective</u>                      Draw a plan view map with some accuracy.</p> <p><u>Map Knowledge</u>                      Confidently identify significant places and environments</p> <p><u>Using different map styles</u>                      Use OS maps.                      Confidently use an atlas.                      Recognise world map as a flattened globe.</p> <p><u>Field work – Observing, measuring presenting</u>                      Field sketches should show understanding of pattern, movement and change                      Use maps, aerial photos, plans and web resources to describe what a locality might be like</p>	<p><u>Brazil</u>                      Know the location of Brazil in relation to themselves and other places studied. Identify capital and major cities within Brazil and surrounding seas and oceans.</p> <p>Apply understanding of location in relation to Tropics and equator and relate this to climate and weather, including extreme weather and natural disasters.</p> <p>Study the Sugarloaf Mountain in Rio de Janeiro. Identify on a variety of sources and understand height and position comparatively to other known mountains. Label the parts of the mountains and explain how it was formed relative to the movement of tectonic plates.</p> <p>Understand different settlements in Brazil and compare and contrast rural to urban areas. Compare the settlements to known settlements in their life. Explore the formation of culture in Brazil and look at famous festivals e.g. carnival.</p> <p>Develop an understanding of trade in Brazil and the different levels of economic development within the country. Investigate the fair trade movement and the impact this has on coffee farmers in the country.</p>	<p>Population density                      Border                      Region                      State                      Pantanal                      Human geography                      Physical geography                      Landscape                      Amazon basin                      Wetlands                      Highlands                      Topographical                      Land elevation                      Sea level                      Biodiversity                      Biomes                      Rainforest                      Tropical                      Forest floor                      Understorey                      Canopy Layer                      Emergent layer                      Species                      Native                      Tribespeople                      Deforestation                      Urban                      Rural                      Urbanisation                      Favela                      Shanty town                      Tourism                      Tourist                      Destination</p>



