



Coads Green Primary School Knowledge and Skills Organiser

Geography



Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Coads Green Primary School, we follow the programme of study from the National Curriculum.

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task?</i>	<i>Can I explain my learning to someone else?</i>	<i>Can I organise my knowledge to support new learning?</i>

	<p><i>Can I plan and organise my learning before I start?</i> <i>Where am I with my learning?</i> <i>How well have I achieved my success criteria?</i> <i>What is my next step?</i> <i>I can seek feedback from others to help me in my next steps.</i></p>	<p><i>I know and can explain what strategies I have used in my learning.</i> <i>I can make links between new content and ideas and learning I already know.</i> <i>I can share my ideas and questions to deepen my understanding.</i> <i>I know how I did at the end of my learning.</i> <i>I can explain how things link together</i></p>	<p><i>I can look for and recognise similarities and differences in my tasks.</i> <i>I can organise my knowledge to support new learning.</i> <i>When have I applied my learning to another area?</i> <i>I know where I am heading in my learning.</i> <i>I understand what I am learning, where I am going and how to get there.</i> <i>I know what success looks like.</i></p>
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<p>EYFS</p>	<p>Children in EYFS should encounter</p> <p>EYFS Areas of Learning codes PSED- Making Relationships PSED(MR) PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U) CAL- Speaking CAL(S) PD- Moving and Handling PD(M&H) PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM)</p>
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	EAD- Being Imaginative EAD(BI)		
	Autumn	Spring	Summer
Knowledge	Place Knowledge: EYFS knowledge and understanding of the world, people and communities.		
Skills	Human and Physical Geography EYFS knowledge of how environments may vary. (The World). Look closely at similarities, differences, patterns and change in relation to places, objects, materials and living things. Learn about the features of their own immediate environment and how environments might vary from one another.	Locational Knowledge Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Talk about some of the things they have observed, such as plants, animals, natural and found objects Talk about why things happen and how things work Develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment.	Geographical Skills and Fieldwork Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world Talk about some of the things they have observed, such as plants, animals, natural and found objects Talk about why things happen and how things work Develop an understanding of growth, decay and changes over time Show how care and concern for living things and the environment.
Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task?</i> <i>Can I describe what I am going to do?</i> <i>How can I link my learning with my own experiences to help me?</i>	<i>Am I doing well?</i>	<i>How did I do?</i> <i>Am I able to re-tell stories and link them to other areas of learning?</i>
Year A 1+2	Autumn	Spring	Summer
Concept	Changes	Creatures	Time
Geographical knowledge and understanding	Human and Physical Geography The study of seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>How has the weather changed since the Summer? What clues are there in our</i>	Locational Knowledge Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS1.	Geographical Skills and Fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

	<p><i>environment that the weather has changed? What do we do differently now, than in other seasons?</i></p>		
<p>Geographical skills and enquiry</p>	<p>Physical Themes Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>Can identify seasonal and daily weather patterns in the United Kingdom.</i></p> <p><i>Can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</i></p>	<p>UK and the Local Area Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</i></p> <p>Map and Atlas work Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Follow directions such as North/ South/ East/ West.</p> <p>Draw a map of a real place adding detail f features.</p>	<p>Fieldwork and Investigation Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Can use aerial photos to identify physical and human features of a locality.</p> <p>Can draw a simple map with a basic key of places showing landmarks.</p> <p>Can keep a weather chart based on first-hand observations using picture symbols and present this data.</p> <p>Can locate features of the school grounds on a base map. Ask geographical questions such as Where is it? What's it like?</p> <p>Use information books, pictures, stories, maps and the internet as sources of</p>

		<p>Understand the need for a key and used agreed symbols within their own maps.</p> <p>Follow a route on a map, locating features on the route.</p>	<p>information to investigate their surroundings.</p> <p>Draw outlines of features observed, adding label to correct features.</p> <p>Use everyday language of non-standard units to measures e.g. hands to measure length.</p>
Vocabulary	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, near, far, left, right, journey.
Year B 1+2	Autumn	Spring	Summer
Concept	Home	Moving	Life
Geographical knowledge and understanding	<p>Geographical Skills and Fieldwork Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to:</p> <p>1.key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Locational Knowledge Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>

	<p>2.key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		
<p>Geographical skills and enquiry</p>	<p>Human Themes Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>Can recognise a natural environment and describe it using key vocabulary.</i></p> <p>Use world maps, atlases and globes to identify the countries, continents, climates and oceans studied at KS1 <i>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</i></p> <p><i>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</i></p> <p><i>Follow directions such as North/ South/ East/ West.</i></p> <p><i>Draw a map of a real place adding detail f features.</i></p> <p><i>Understand the need for a key and used agreed symbols within their own maps.</i></p>	<p>Understanding Places and Connections Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <i>Can make observations about, and describe the local area and its physical and human geography.</i></p> <p><i>Can describe the physical and human geography of a distant place.</i></p> <p><i>Can describe their locality and how it is different and similar to the distant place.</i></p>	<p>The World and Continents Recognise, name and locate the world's seven continents and five oceans Can name and locate the seven continents and five oceans on a globe or atlas.</p> <p>UK and the Local Area Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</i></p> <p><i>Knows about the local area, and name and locate key landmarks.</i></p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom. <i>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</i></p> <p><i>Knows about the local area, and name</i></p>

	<i>Follow a route on a map, locating features on the route.</i>		<i>and locate key landmarks.</i>
Vocabulary	Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, region, country, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.
Metacognition	Planning <i>What resources do I need to carry out my task? Have I done anything like this before? How can I link my learning with my own experiences to help me?</i>	Monitoring <i>Am I doing well? Do I need any different techniques to improve my learning/task?</i>	Evaluation <i>Am I able to re-tell stories and link them to other areas of learning? How did I do in my task?</i>
Year A 3+4	Autumn	Spring	Summer
Concept	Changes	Creatures	Time
Geographical knowledge and understanding	Human and Physical geography Types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of: Physical geography, including climate zones, biomes, the water cycle Human geography, including types of settlement and land use	Geographical skills and fieldwork Use the eight points of the compass, four and six figure grid references, Ordnance Survey maps to build knowledge of the UK and the wider world Place knowledge Name and locate the counties and cities of the UK, human characteristics, geographical regions, key topographical features, land patterns and how these change over time	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Geographical skills and enquiry	The UK and Local Area Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Map and Atlas Work Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Understanding Places and Connections Understand geographical similarities and differences through the study of

	<p><i>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</i></p> <p><i>Can locate and describe some human and physical characteristics of the UK.</i></p> <p>Human Themes Describe and understand key aspects of human geography, including types of settlement and land use. <i>Can identify and sequence a range of settlement sizes from a village to a city.</i></p> <p><i>Can describe the characteristics of settlements with different functions, e.g. coastal towns.</i></p> <p><i>Can use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas.</i></p>	<p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <i>Can use an atlas to locate the UK and locate some major urban areas and locate where they live in the UK.</i></p> <p><i>Can use four-figure grid references.</i></p> <p><i>Can give direction instructions up to eight compass points.</i></p> <p><i>Can adeptly use large-scale maps outside.</i></p> <p><i>Make a map of a short route in a simple scale drawing. Use standard keys in a map. View.</i></p> <p><i>Draw a sketch map from a high view.</i></p> <p><i>Begin to identify points on maps.</i></p> <p><i>Begin to identify features on aerial/ oblique photographs.</i></p>	<p>human and physical geography of a region of the United Kingdom. <i>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</i></p> <p><i>Can explain why some regions are different from others.</i></p> <p><i>Can describe and compare similarities and differences between some regions in Europe and North or South America.</i></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. <i>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</i></p> <p>Establish an understanding of the interaction between physical and human processes. <i>Can understand how physical processes can cause hazards to people.</i></p> <p><i>Can describe some advantages and disadvantages of living in hazard-prone areas.</i></p>
Vocabulary	Mantle, outer core, inner core, magma, volcano, active, dormant, extinct,	Sketch map, map, aerial view, feature, annotation, landmark, distance, key,	Physical features, human features, landscape, feature, population, land

	earthquake, biomes, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	symbol, land use, urban, rural, population, coordinates	use, retail, leisure, housing, business, industrial, agricultural.
Year B 3+4	Autumn	Spring	Summer
Concept	Home	Moving	Life
Geographical knowledge and understanding	Place knowledge Geographical Skills and Fieldwork The local area - Cornwall	Human and Physical Geography Climate, zones, biomes, rivers, volcanoes, earthquakes and the water system Earthquakes, rivers, latitude, longitude	Locational Knowledge Rainforests World maps, the UK Water cycles
Geographical skills and enquiry	The UK and The Local Area Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. <i>Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</i> Fieldwork and Investigation Use a range of methods including sketch maps, plans and graphs, and digital technologies. <i>Can make a simple scale plan of a room.</i> <i>Can present information gathered in fieldwork using simple graphs.</i> <i>Can use the zoom function of a digital map to locate places.</i>	Human Themes Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Physical Themes Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle <i>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</i> <i>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</i>	Understanding Places and Connections Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. <i>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</i> The UK and The Local Area Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. <i>Can describe where the UK is located, and name and locate some major urban areas;</i>

	<p>Identify key features of a view; annotate the sketch with explanation labels adding location and direction to sketch.</p> <p>Use technology to provide evidence for investigations and describe what is seen.</p> <p>Locate a photo on a map and annotate the photo.</p> <p>Fieldwork and Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area. <i>Can carry out fieldwork, with others, in the local area selecting appropriate techniques suggested.</i></p> <p>Ask and respond to questions offering their own ideas.</p> <p>Collect and record evidence from fieldwork.</p> <p>Analyse evidence and draw conclusions e.g. make comparison between two locations such as temperatures in different locations.</p> <p>Use every day associated standard and non-standard units and begin to organise recordings.</p>	<p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p>	<p>locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>The World and Continents Locate the world's countries, focusing on Europe and North and South America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). <i>Can locate some countries in Europe and North and South America on a map or atlas.</i></p> <p>Can relate continent, country, state, city. <i>Identify states in North America using a map.</i></p> <p>Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>
Vocabulary	<p>climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, biomes, epicentre, shock wave, magnitude, tsunami, tornado,</p>	<p>County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude,</p>

	Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.		longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
Metacognition	Planning <i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources will I need to complete my learning? Have I got everything I need to complete my task? How can I break down the task into smaller steps to make my learning more manageable?</i>	Monitoring <i>Do I need any different techniques to improve my understanding of the process? Am I finding this challenging? Do I need to re-read information to make it clearer? Do I need to change my strategy?</i>	Evaluation <i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy?</i>
Year A 5+6	Autumn	Spring	Summer
	Changes	Creatures	Time
Geographical Knowledge and Understanding	Place Knowledge 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- Industrial Revolution	Geographical Skills and Fieldwork 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Human and Physical Geography 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
Geographical skills and enquiry	Understanding Places and Connections Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. <i>Can understand how a region has changed and how it is different from another region of the UK.</i>	Map and Atlas Work Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Human Themes Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.

	<p><i>Can understand how human activity is influenced by climate and weather.</i></p> <p>Deepen an understanding of the interaction between physical and human processes.</p> <p><i>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</i></p> <p><i>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</i></p> <p><i>Can recognise broad land-use patterns of the UK.</i></p>	<p>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p><i>Can use thematic maps for specific purposes.</i></p> <p><i>Can use four- and find six-figure grid references.</i></p> <p>Fieldwork and Investigation</p> <p>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p> <p><i>Can make sketch maps of areas using symbols, a key and a scale.</i></p> <p><i>Can use digital maps to investigate features of an area.</i></p> <p><i>Can present information gathered in fieldwork using a range of graphs.</i></p> <p><i>Make a judgement about the best angle or viewpoint for the technology recording for their investigation.</i></p> <p><i>Select and use a range of instruments in investigations.</i></p> <p><i>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</i></p> <p><i>Use primary and secondary sources of evidence in investigations. Investigating places with more emphasis on large scales: contrasting and distance places.</i></p>	<p><i>Can know and understand what life is like in cities and in villages and in a range of settlement sizes.</i></p> <p><i>Can understand that products we use are imported as well as locally produced.</i></p> <p><i>Can explain how the types of industry in the area have changed over time.</i></p> <p><i>Can understand where our energy and natural resources come from.</i></p> <p>Map and Atlas Work</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Can read and compare map scales.</i></p> <p><i>Compare maps with aerial photographs.</i></p> <p><i>Select maps for different purposes. Find and recognise places on maps of different scales.</i></p> <p><i>Follow a route on an OS map. Use medium sale land ranger OS maps.</i></p> <p><i>Draw a plan view map with accuracy.</i></p> <p><i>Use a scale to measure distance when drawing maps.</i></p> <p><i>Use the index and contents page within atlases.</i></p>
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		Analyse evidence and draw conclusions such as comparing historical maps of varying scales.	
Vocabulary	Physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders.	settlement, resources, services, goods, electricity, supply, generation, origin, import, export, trade, efficiency, conservation,
Year B 5+6	Autumn	Spring	Summer 1
	Home	Moving	Life
Geographical knowledge and understanding	Geographical Skills and Fieldwork Locational Knowledge 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.	Locational Knowledge The Prime/Greenwich Meridian and time zones (including day and night) 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	Human and Physical Geography Rivers, mountains, volcanoes and earthquakes, and the water cycle Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and enquiry	UK and The Local Area Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <i>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</i> <i>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</i> <i>Can recognise broad land-use patterns of the UK.</i>	The World and Continents 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. <i>Can locate cities, countries and regions of Europe and North and South America on physical and political maps.</i> <i>Can describe key physical and human characteristics and environmental regions of Europe and North and South America.</i> Identify the position and significance of latitude, longitude, Equator, Northern	Physical Themes Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. <i>Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</i> <i>Can describe what the climate of a region is like and how plants and animals are adapted to it.</i> <i>Can understand how food production is influenced by climate.</i>

	<p>Fieldwork and Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area. <i>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</i></p> <p><i>Use primary and secondary sources of evidence in investigations. Investigating places with more emphasis on large scales: contrasting and distance places.</i></p> <p><i>Analyse evidence and draw conclusions such as comparing historical maps of varying scales.</i></p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). <i>Can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</i></p>	<p>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle. <i>Can describe and understand a range of key physical processes and the resulting landscape features.</i></p> <p><i>Can understand how a mountain region was formed.</i></p> <p>Fieldwork and Investigation Use a range of methods including sketch maps, plans and graphs, and digital technologies. <i>Can make sketch maps of areas using symbols, a key and a scale.</i></p> <p><i>Can use digital maps to investigate features of an area.</i></p> <p><i>Can present information gathered in fieldwork using a range of graphs.</i></p>
Vocabulary	Atlas, county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate	Atlas, county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle., index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources and materials will I need to complete my learning?</i> <i>How can I break down the task into smaller steps?</i>	Monitoring <i>Am I finding this challenging?</i> <i>Is there anything I need to stop and change to improve the understanding of my learning?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategies?</i>	Evaluation <i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i> <i>Did I pace myself appropriately to get the task done?</i>
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