Vigo Primary - Progression of Skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge:	EYFS Name and locate different parts of the local Community. Name and locate local town. I know what a continent is and that we live in Europe I can name, locate and identify the countries and capitals of the UK.	Name, locate and identify 4 countries in UK and their basic characteristics and capital cities. Name and locate the world's seven continents and five oceans. Know where in the world the North and South Poles and Equator are. Name, locate and identify the seas surrounding the UK	Know geographical regions of UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place knowledge	**EYFS** **Name and locate different parts of the local community.** Observe and describe the human and physical geography of a small area of the United Kingdom. Identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) Describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied). Talk about and describe my locality.	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 non-European country.	To know what the UK capital cities and where are these located? To describe different locations of the British Isles. To know the geographical similarities and differences of regions in the UK	Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
Human and Physical Geography	**EYFS** **Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments**.	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.	Describe and understand key aspects of : Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)

	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc.	Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather), human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.		Types of settlements in modern Britain: villages, towns, cities. Types of settlements in Viking, Saxon Britain linked to History.	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).	Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)
Skills and Fieldwork	**EYFS** **Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Find out about the environment by talking to people, examining photographs, simple maps and visiting places around awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.** Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg, near and far, left and right, N, W, S, E), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.	Use simple compass Direction (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. To use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.	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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, and four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Use simple fieldwork and observational skills to study the geography of their school and its grounds as well as the key human and physical features of its surrounding environment. To use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.					
Using Maps	**EYFS** **Follow simple directions.. Draw a map of a real or imaginary place** **Look at signs and symbols on different types of maps for example in school, and the local community** **Use a simple map with symbols to spot features in the school grounds or in the local community.** To know what a map is and that maps give information about places in the world (where/what?). Locate land and sea on maps. Recognise that maps need titles. Recognise simple features on maps e.g. buildings, roads and fields Know which direction is North on a map.	Draw a simple map e.g. of a garden, route map, place in a story Use and construct basic symbols in a map key. Begin to realise why maps need a key To know the 4 points on a compass Use a range of maps and globes (including picture maps) at different scales. Use large scale maps and aerial photos of the school and local area. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.	To use maps to develop our knowledge of the British Isles by using maps. Begin to use junior atlases and map sites on internet. To know why a key is needed. To use/recognise atlas symbols. Begin to identify features on aerial/oblique photographs. Begin to draw a sketch map from a high view point. Try to make a simple scale drawing. To start to use standard symbols.	To find local places on an Ordnance Survey map? To use Junior atlases and map sites on internet. To investigate what symbols are used on OS maps. To start to explore the human and physical features represented on OS maps. Locate places on large scale maps, (India on globe) Follow a route on a large scale map. To sketch map from a high view point with key and symbol To identify features on aerial/oblique photographs.	To know the definitions of: 'human feature' and 'physical feature' and how they are represented on an OS map. To know how is land height shown on Ordnance Survey maps To know what a contour line is and why they are used 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) Draw a plan view map with some accuracy.	To know how to locate places Ordnance Survey maps To read and use is a six-figure grid reference To understand how is distance represented on a map? 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) Draw a plan view map accurately. Recognise world map as a flattened globe.

	Follow a route on a map starting with a picture map of the school. Look down on objects and make a plan e.g. of the classroom or playground.			To make a scale drawing	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

Vigo Primary - Progression of Knowledge in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**My School My Town** Place Knowledge **EYFS: They talk about the features of their own immediate environment and how environments might vary from one another.** Knowing similarities and differences through studying the human and physical geography of a small area of the United Kingdom e.g **local village** or costal town compared to **Andover** (look at style and age of houses, green space, roads and pavements, shops (possible visit to local village to compare and contrast). Human and Physical Understand that physical features are naturally occurring and human features are made by people and identify these in own locality and in a local village (Andover) Skills and Fieldwork **EYFS: Use the local area for exploring both the built and the natural environment.** To begin to 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. Local walk	**Where in the World** Locational Knowledge To be able to name and locate the world's seven continents and five oceans – Identify some major landmarks in each continent Identify the UK on a world atlas and begin to decipher distance from other global locations. Human and Physical To be able to use the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, mountains, season and weather. To be able to use the key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. To use both physical and human features to describe the places they study. Skills and Fieldwork To be able to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.	**Maps (fieldwork)** Locational Knowledge Identify studied European countries and key topographical features in UK and European locations (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time relate to work on Stone-age. Identify the Equator, North and Southern hemisphere, Tropics of Cancer and Capricorn. Place Knowledge Geographical skills and fieldwork—research a local area using a range of methods (**New Forest** – look at landforms, soil, land use, landmarks). Skills and Fieldwork To use a 4 figure grid reference to locate features on a map. To use the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Biomes** Locational Knowledge Name and locate neighbouring counties (inc Hampshire) and cities of the United Kingdom geographical regions and their key human and physical characteristics linked to the type of biome they are based in, (including hills, mountains, coasts and rivers, cathedrals, housing, transport links). Human and Physical To use the physical geographical terms, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes. Relate the understanding of biomes to why historical figures/groups have settled in particular areas and which have been most successful and why. Justify where you would choose to settle. Skills and Fieldwork Apply geographical skill associated with fieldwork—use maps, atlases, globes and computer mapping to locate countries and key geographical features. Effective recording and presentation methods and justifying conclusions reached based on the evidence collected.	**Rivers - Fieldwork** Locational Knowledge Use maps, atlases, globes and computer mapping to locate continents. Seas, countries of interest, significant landmarks and describe features (hills, mountains, coasts, rivers, desert, tundra, jungle and climate) explaining why people chose to settle here. Map work to locate World's longest rivers, and compare to UK. Human and Physical To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. River study—Compare local rivers, the Thames and The Mississippi focusing on the way rivers are used now and in the past (inc river management and flooding). Skills and Fieldwork Apply knowledge of rivers in a river study by using self-collected field notes and observations to draw conclusions on the land/river features and the differences e.g in transportation in the area today compared within in the past by comparing and contrasting the river today with pictures from the past.	**WW2s Changing Landscape** Locational Knowledge To locate the world's countries, using maps to focus on Europe and North and South America (including the location of major battles in WW2 or former British Empire), concentrating on the environmental regions and how these help/hinder the country's economic growth; key physical and human characteristics (what do the countries who have strong economic growth have in common? Where would you choose to settle and why?) Place Knowledge Compare how land was used in and around Andover pre and post WW2 and justify the changes this has had on changes in population Skills and Fieldwork To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps, atlases, globes and computer mapping to locate areas and countries focussed in WW2
Spring	**To the Coast South Sea Portsmouth** Location *South Sea is a town (a built up area) that is located in the South of England, in the city Portsmouth. *It is on the coast (where the land meets the sea)	**Buenos Aires** Location * **South America** is one of the seven **continents** (Earth's large land masses). *Argentina is a country located in the continent of South America. It is the	**Snowdonia – Water Cycle** Location: *Wales is 1 of 4 countries in the United Kingdom *Wales is in the **Northern-Hemisphere** and is part of **Europe**	**Brazil** **Location:** ***South America** is one of the seven **continents** (Earth's large land masses). *It is a continent containing 12 **countries south** of **North America**. ***Brazil** is a country within South America. It is in the **Southern Hemisphere** of Earth.	**"The Caribbean" Fair Trade** Import export economic activity Locational Knowledge Use maps, atlases, globes and computer mapping to locate continents. Seas, countries of interest,	**Hawaii - Natural Disasters** Location *Hawaii is part of the United States of America, it is an island state located 2,000 miles from mainland USA *It is made up of 137 different volcanic islands. The eight main islands, from

	*South Sea is located on the sea front of the English Chanel. Across The Chanel is The Isle of Wight. <u>Place (Physical features)</u> * coast (Where the land meets the sea) *Located in Portsmouth *South Sea Castle is near There two piers along the coats of South Sea- Clarence and South parade. Spinnaker tower viewing point in close by. *Weather – can have lots of sunshine in the summer but also can be cold and windy in the winter <u>Place (Human features)</u> South Sea: *The locality relies on people visiting /tourism to make money *Harbour - A place where boats may dock to shelter *South Sea hovercraft provides transport to the Isle of Wight *Southsea High Street (the main street of a place containing shops, banks etc) *South Sea is an RNLI lifeboat station <u>Compare</u> Compare South Sea to Andover <u>Evaluate</u> Why do people enjoy visiting South Sea?	second largest country in South America *Argentina is located south of the Equator (the imaginary line around the earth's surface) This means it is in the Southern Hemisphere. *Argentina is a Non-European country as it is not in Europe *Buenos Aires is the capital city (where a government has its headquarters and where it makes important decisions) of Argentina <u>Place (Physical features)</u> *Buenos Aires is located in the Pampa Region of Argentina *The climate (average weather over a long period of time) is _____. The weather (short term changes in the atmosphere) is variable as it changes throughout the year. The temperature (the degree of hotness of coldness in the air) is hot and humid in the summer and cool in the winter. The coldest month is July and the hottest month is January. Snow is rare *Atlantic Ocean borders Buenos Aires to the East *The city is very flat with a small amount of hills (natural elevation of the earth's surface) <u>Place (Human features)</u> *Population (the number of people in an area) of Buenos Aires is approx. 15 million compared to Andover which has approx. 50,000 people *Buenos Aires Port (A large harbour where ships are loaded and unloaded) *Different areas of Buenos Aires: • Buenos Aires villa 31 - A large slum and is a poorer region. • San Telmo – cultural region that attracts tourists and locals	*Snowdonia is a mountain range and national park in north-west Wales. . *It contains 15 different mountain peaks all over 3,000 feet. The Snowdonia Mastiff is the largest of these. *2nd Highest Mountain in the UK <u>Place (Physical features):</u> *Snowdonia national park takes up the majority of north-west Wales Physical Features: • Mountain ranges - an elevated portion of the Earth's crust, generally with steep sides. • Coast - Where land meets the sea • Hill - A natural elevation of the earth's surface, less high or craggy than a mountain. • Condensation - A change of state in which gas becomes a liquid by cooling • Evaporation - When a liquid changes state to a gas. • Infiltration - Water movement is interrupted by something, usually vegetation • Impermeable - A substance which fluids are unable to pass through, e.g. rock • Interception - When precipitation lands on vegetation • Precipitation - Moisture that falls from the air to the ground • Saturated - When land is unable to hold any more liquid • Surface run off - Water running across the surface of the earth • Water cycle - The continual movement of water between the rivers, oceans, atmosphere and land. The water cycle is the key component of this cycle <u>Place (Human features):</u>	*The **Equator** (the imaginary line around the centre of the Earth's surface) runs through the northern parts of Brazil. *Brazil shares a **border** with 10 other countries, including: Argentina, Paraguay, Columbia and Peru. *Brazil is the fifth largest country in the world. It is made up of many different **biomes:** The **Amazon, Atlantic Forest, Caatinga, Cerrado, Pantanal** and **Pampa** biomes. **<u>Place (Physical features):</u>** *Brazil is divided into **26 city states**. The capital city is **Brasilia.** ***Rio De Janeiro** is a small **state** located along the **South-East Coast** of **Brazil.** Rio De Janeiro City is its capital. Physical Features: • **Bay** - Found between headlands where the waves have eroded (worn down) the softer rock - **Guanabara Bay** is the largest natural bay on Earth • **Atlantic Ocean** – The major ocean which meets Rio's coastline. • **Beach** – Copacabana Beach is one of the most famous beaches in the world • **Coast -** Where land meets the sea • **Rainforest -** Dense forest found in tropical areas of heavy rainfall – The Tijuca National Park is located on the hillside on the outer edge of the city. • **Mountain** - an elevated portion of the Earth's crust, generally with steep sides. • **Sugar Loaf mountain** – a steep landform located in Guanabara Bay • **Mount Corcovado** is the steepest peak in Rio and is home to the Christ the Redeemer statue. • **Hill** - A natural elevation of the earth's surface, less high or craggy than a mountain. • **Island** – a piece of land completely surrounded by water. Governador island is the largest island located in Guanabara Bay	significant landmarks and describe features (hills, mountains, coasts, rivers, desert, tundra, jungle and climate) explaining why people chose to settle here. (in chosen Urban areas) <u>Human and Physical</u> Identify and explain the impact of economic activity and trade links when comparing Urban areas. <u>Skills and Fieldwork</u> To use maps, atlases, globes and computer mapping to locate Africa, in particular Egypt and describe features studied. (Urban areas studied)	northwest to southeast, are Niʻihau, Kauaʻi, Oʻahu, Molokaʻi, Lānaʻi, Kahoʻolawe, Maui, and Hawaiʻi *It is the only state of America in the tropics and has a number of different rainforest over the many islands. *Hawaii is the 8 smallest states and 11 smallest in terms population. <u>Place (Physical features)</u> *Hawaii is 137 different islands, there are 8 main islands. ***The capital and largest city of Hawaii is the port city of Honolulu, located on the southeastern coast of the island of Oahu** Physical Features: • **Island** – a piece of land completely surrounded by water. • **Bay** - Found between headlands where the waves have eroded (worn down) the softer rock - • **Pacific Ocean** – The major ocean which surrounds the islands • **Beach** – Numerous • **Coast -** Where land meets the sea • **Rainforest -** Dense forest found in tropical areas of heavy rainfall • **Mountain** - an elevated portion of the Earth's crust, generally with steep sides. Mauna Kea • **Core -** The centre of the earth • **Crust** The thin layer of the earth's surface • **Earthquake** A shaking of the earth's crust caused by sudden tectonic movement • **Lava** The name given to liquid magma when it reaches the surface of the earth • **Magma** Molten rock in the mantle • **Mantle** The molten rock that surrounds the core • **Margin/boundary** The line between two plates (two plates can move towards each other, away

		• La Boca – older region with colourful housing. Attracts tourists • Medera – business district with high-rise buildings. *Landmarks (a well-known feature of the landscape) include Plaza De Mayo, <u>Casa Rosada, La Boca, Jardín Botánico, Catedral Primada</u> <u>Compare</u> Compare two regions in Buenos Aires – what does the housing look like? What do people do there? OR compare to London, Andover? <u>Evaluate</u> Justify which region they would like to live in Buenos Aires and why	Human Features of Snowdonia *Community – there are 5 towns and 24 villages within the National Park. Part of the UK 3 Peaks challenge which also covers Ben Nevis and Scafell Pike *Tourism - Travelling to visit somewhere for pleasure – 600,000 people climb the mountain each year. *The tourism sector - the tourism industry provides the equivalent of 9,000 full-time jobs, worth an estimated £385m to the local economy. Helps preserve rural services like buses village shops and post offices, Compare: Snowdon gets a lot of rain annually (some 118”/300cm). This is, for instance, 5 times the amount of rain that London gets annually (24”/61cm) and 4 times what Birmingham gets. Compare with area of low rainfall Evaluate: Impact of weather on tourism	• **Lagoon** - a shallow, quiet area of water separated from the open sea by a barrier. **<u>Place (Human features):</u>** Human Features of Rio De Janeiro: *__Population__ - The total number of persons **inhabiting** an area **Rio De Janeiro** approx. **14 million** people Comparisons: London approx. **10 million** people Andover approx. **50,000 people** ***Landmarks:** use image stimulus’s here ***Christ the Redeemer** ***Niteroi Contemporary Art Museum** *** Ilha Fiscal palace** ***New Cathedral,** ***Sugar Loaf Mountain Cable Car** ***The Maracana Stadium** *__Transport:__ The City has been developed in many ways to create transport links between regions within the city. There are a number of **bridges** which have been constructed to link the mainland to the many small islands in the bay. **Rio–Niterói Bridge**, **The Knowledge Bridge** being the most famous. *__Tourism__ - Travelling to visit somewhere for pleasure – Rio attracts approximately **5 million tourists per year** *The tourism sector (working in hotels, restaurants, shops & attractions) is one of the biggest providers of **employment** (a job to earn money) in Rio ***Hotels –** provide **accommodation** (places to stay) for **tourists.** Rio is home to many luxurious hotels. Copacabana Palace and Sheraton Grand Rio Hotel & Resort 5 star examples. *__Shanty Towns__ – A deprived area in or on the edge of a city consisting of poorly build dwellings. In Brazil these dwellings are called “**Favelas**” **Compare:** Discuss the differences of rich vs poor areas of Rio De Janeiro. Use Luxurious Hotel images compared with Favelas.		• **Pressure** Force that builds up in the mantle or crust leading to volcanic eruptions or earthquakes • **Pyroclastic flow** Fast moving current of hot gas and rock ejected explosively from a volcano and moving at great speed • **Richter scale** Measures the strength (magnitude) of the volcano • **Tectonic plates** A large section of the earth’s crust • **Tremors** Small vibrations of the earth’s crust that increase in frequency and intensity before or after an earthquake (foreshocks and aftershocks) • **Tsunami** High tidal waves caused by an earthquake underwater • **Vent** The opening through which lava flows in a volcano • **Volcanic bombs** A lump of lava thrown out by a volcano • **Volcano** An opening in the earth’s crust from which molten lava, rock fragments, ash, gases and dust are ejected Hawaii is vulnerable to a number of natural disasters including hurricanes, tsunamis, flash flooding, and earthquakes. **<u>Place (Human features):</u>** Human Features of Hawaii: *Population - The total number of persons inhabiting the islands approx. 1.4 million people Comparisons: London approx. 10 million people Andover approx. 50,000 people *Landmarks: use image stimuls *Pearl Harbor *Numerous Beaches inc Maui and Honolulu that are now tourist destinations *Transport: The islands are connected by flights and ferry crossings.

				Evaluate: What are the positives and negatives of the urbanisation of Rio De Janeiro?		*Tourism Tourism is an important part of the Hawaiian economy as it represents ¼ of the economy <u>Compare</u> How Hawaii deals with natural disaster such as Earthquakes with other regions on the world. <u>Evaluate</u> The impact of Natural disasters on the islands.
Summer	**Tour the UK** <u>Locational Knowledge</u> **EYFS: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.** Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (London, home to queen, parliament; Edinburgh, castle top of the hill. Compare size of the 4 countries). <u>Place Knowledge</u> Analyse seasonal and daily weather patterns in the UK (chosen locations) <u>Skills and Fieldwork</u> To begin to use world maps, atlases and globes to identify the United Kingdom and its countries. Use maps, atlases, globes and computer mapping to find local landmarks and British seaside towns they may have visited. (around the UK)	**Contrasting Climates** <u>Locational Knowledge</u> Identify the UK on a world atlas and begin to decipher distance from other global locations. (distance of the focus countries) <u>Place Knowledge</u> To build an understanding that a locations characteristics will be impact by its climates and its position relative the equator and climate zones. <u>Skills and Fieldwork</u> To be able to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.	**Naples - Volcanoes (Summer 1)** <u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (New Forest – ferns, ponies, streams, cattle grids, footpaths), a region in a European country (Italy, look at volcanic region – would we expect to see the same physical and human features?) <u>Human and Physical</u> To use physical geographical terms, including: climate zones (relate to climate change) and vegetation belts, rivers, mountains, volcanoes and earthquakes Explain the cause and effect of volcanoes and apply understanding of how volcanoes erupt and the impact this has on humans and the environment inc settlements and trade links <u>Skills and Fieldwork</u> To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, symbols and key (including the use of	**Energy Us** <u>Locational Knowledge</u> Name and locate neighbouring counties (inc Hampshire) and cities of the United Kingdom geographical regions and their key human and physical characteristics linked to the type of energy usage (including hills, mountains, coasts and rivers, cathedrals, housing, transport links). <u>Human and Physical</u> To develop better understanding of how energy is produced and distributed in Hampshire and the United Kingdom. Link to renewable energy and climate change. <u>Skills and Fieldwork</u> Effective recording and presentation methods and justifying conclusions reached based on the evidence collected.	**New York** <u>Place Knowledge</u> To understand geographical similarities and differences in economic growth through the study of human and physical geography of New York and a region of the United Kingdom, <u>Human and Physical</u> River study—Compare local rivers, the Thames and The River Hudson focusing on the way rivers are used now and in the past <u>Skills and Fieldwork</u> To use maps, atlases, globes and computer mapping to locate Africa, in particular Egypt and describe features studied. (America in particular New York??? Check Summer history)	**Fieldwork** <u>Human and Physical</u> To look at 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. Use the explorers Scott (end of Victorian era) and/or Shackleton to focus on polar regions; Antarctica. <u>Skills and Fieldwork</u> Analyse road usage, taking into account the varying needs of different users. Collate the data and record it to produce graphs and charts that justify ideas formed. Explain the cause and effect of road usage on the local population and begin to form ideas as to how to meet the needs of all users.

			Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			