



Reception			
<b>Understanding the World</b> <b>ELG: The Natural World</b>		<ul style="list-style-type: none"> <li>Explore the natural world around them; making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	
<b>ELG: People, Culture and Communities.</b>		<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.</li> </ul>	
Locational Knowledge	Place Knowledge (Case Studies)	Human and Physical Geography	Geographical skills and Fieldwork
Comparing different environments, recognising similarities and differences.  Exploring Maps (physical and online) to locate Peckham/London/England, comparing this to other countries linked to our learning, family, personal experiences.	Begin to identify and describe key landmarks in London  Compare an urban area (London) to a rural area  Show and explore different countries linked to our learning (i.e. different festivals) using online maps, discussing similarities and differences compared to our area.	Begin to observe and explain the changes across the four seasons  Describe the weather associated with the four seasons  Discuss similarities and differences between life in this country and compare this to other countries	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 local places.



Explore and discuss different local features, i.e. road signs, houses, shops, bus stops, train stations.  Begin to ask and answer simple geographical questions linked to location e.g. Where is...?	Understand that artefacts, clips, books and the experiences of others can inform our knowledge of places.	Start to use key geographical vocabulary to describe human and physical geography including processes and changes in the natural world around them	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.  Produce maps of key places including their features
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**Knowledge**

<b>Autumn 1</b>  All About Me	<b>Autumn 2</b>  Celebrations and Autumn Season	<b>Spring 1</b>  People Who Help Us	<b>Spring 2</b>  Wonderful wildlife	<b>Summer 1</b>  Traditional Tales	<b>Summer 2</b>  Explorers!
Mapping out our local walks  Locating special/key locations on a map - i.e. our homes, the school, the garden.	Exploring different celebrations and where these are celebrated around the world  Exploring customs/traditions/food from different countries Exploring and comparing the season cycles in different countries	Exploring how uniforms for commonly known jobs (i.e. Police) vary in different countries.  Discussing emergencies that might occur in different countries	Exploring different farms from around the world. Linked text - 'Food for the Future'  Observing plants and living things within our local spaces, i.e. the garden/playground.	Recognising a range of settings within our familiar stories.  Considering different settings in order to create our own stories	Exploring local transport/transport that is special to London (i.e. the underground)  Exploring and creating our own maps  Discussing distance as we explore different planets in our solar system

**Vocabulary**

Local area, Map, Features,	Cloud, Rain, Snow, Hail, Wind, Storm, Sun,	A range of jobs: i.e., Firefighter, Police, Jobs,	Care, Change, Taller, Bigger, Smaller, Wider,	London, River Thames, Buckingham Palace, Big	Far, Near, Local, Map, Globe, Underground, Solar systems, Space, Planets,
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Office, House, Flats, Home, Park, Shop, Road, School.	Rainbow, Ice, Seasons, Spring, Summer, Autumn, Winter.	Teacher, Nurse, Doctor.  Equipment used by different jobs: i.e. stethoscope, hose, radio	Growing, Measure, Healthy, Seeds, Roots, Shoots, Fossil, Soil, Bulbs.	Ben, Tower of London, London Eye, Forest, Woods, River, Stream, Castle, Cottage. Countryside.	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto
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**Continuous provision**

<ul style="list-style-type: none"> <li>• Home corner and cooking equipment.</li> <li>• Local walks</li> <li>• Sensory play – different food items, i.e. flour, cereals, rice.</li> <li>• Small world resources/doll houses.</li> <li>• Creating family portraits - Discussions of wider family and their locations.</li> <li>• Junk modelling – building our homes.</li> </ul>	<ul style="list-style-type: none"> <li>• Reception Bonfire at the garden.</li> <li>• Linked stories from around the world, i.e. Rama and Sita.</li> <li>• Exploring natural items – i.e. conkers, cutting open pumpkins.</li> <li>• Sensory snow tray</li> <li>• Tree decorating</li> <li>• Weather station role play area</li> <li>• Exploring freezing/melting</li> </ul>	<ul style="list-style-type: none"> <li>• Small and large scale construction projects, i.e. creating vehicles.</li> <li>• Themed role play area, i.e. police station, hospital.</li> <li>• Farm sensory tray - exploring different materials</li> <li>• Exploring farm grown foods - creating our own bread</li> <li>• Outside volunteers/parent</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly creations – exploring symmetry with paint</li> <li>• Exploring life cycles – hatching chicks, observing caterpillars changing into butterflies.</li> <li>• Cress heads</li> <li>• Planting seeds in our outdoor area</li> <li>• Fossil digging</li> <li>• Dinosaur cookie making</li> <li>• Dinosaur Dens</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring letters and postcards - considering where they have travelled from</li> <li>• Beanstalk growing</li> <li>• Bridge construction</li> <li>• Exploring different materials – Three Little Pigs</li> <li>• Castle role play</li> <li>• Knight costumes and linked equipment/Kings and Queens Costumes</li> <li>• Crown making</li> </ul>	<ul style="list-style-type: none"> <li>• Train tracks and a range of small world vehicles</li> <li>• Ticket making/exploration of travel cards</li> <li>• Car wash station – water exploration</li> <li>• Torn paper planet creations</li> <li>• Space small world</li> <li>• Dark den – light exploration</li> <li>• Walk the plank</li> <li>• Map creations</li> <li>• Wooden boat</li> </ul>
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<ul style="list-style-type: none"><li>• Mud kitchen – different recipe cards.</li></ul>	<ul style="list-style-type: none"><li>• with frozen animal ice cubes</li><li>• Sand castles &amp; Ice cream sensory play. Discussions of the beach!</li></ul>	<ul style="list-style-type: none"><li>• visitors to discuss their jobs</li></ul>		<ul style="list-style-type: none"><li>• Story sequencing cards</li></ul>	<ul style="list-style-type: none"><li>• Looking at equipment needed to explore the sea</li></ul>
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## Year 1

Locational Knowledge	Place Knowledge (Case Studies)	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"><li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li></ul>	<ul style="list-style-type: none"><li>• Study the human and physical geography of my local area</li></ul>	<ul style="list-style-type: none"><li>• Identify seasonal and daily weather patterns in The UK and the location of hot and cold areas of the world.</li></ul>	<ul style="list-style-type: none"><li>• Use a world map, a globe or an atlas to identify the UK and its countries.</li><li>• Use simple compass directions (N,S,E,W) to describe the location of features and routes on a map.</li></ul>



<ul style="list-style-type: none"><li>Name and locate the world's seven continents and five oceans.</li></ul>			<ul style="list-style-type: none"><li>Use locational language such as near, far, left and right to describe features on a map.</li><li>Use aerial photos to recognise landscapes and basic human and physical features.</li><li>Study the geography of my school and its grounds looking at key human and physical features of the surrounding environment.</li></ul>
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**Knowledge**

**Our School and the local area**

**Welcome to the UK**

**What a Wonderful World**



<ol style="list-style-type: none"> <li>1. Give, follow and record instructions as a simple route.</li> <li>2. Identify and map out key human and physical features of school grounds.</li> <li>3. Devise a route around school using a map and cardinal points.</li> <li>4. Answer questions about the school based on a simple map and it's key and create questions based on a map.</li> <li>5. Map out human and physical features around the local area.</li> <li>6. Devise a walk a route around the local area (give and receive directions) <b>FIELDWORK</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Examine the UK map and identify the UK and its countries. Name capital cities in the UK.</li> <li>2. Examine the UK and its surrounding seas.</li> <li>3. Identify seasonal weather patterns – Spring &amp; Summer (e.g. <i>through cross curricular- poetry?</i>)</li> <li>4. Identify seasonal weather patterns – Autumn and Winter.</li> <li>5. Use geographical language to record the weather patterns over 2 weeks (rainfall, temperature, clouds)</li> </ol>	<ol style="list-style-type: none"> <li>1. Share knowledge of the world, places visited, where family members come from etc. Name 7 continents and 5 oceans.</li> <li>2. Understand different climates around the world and that there are hot and cold areas - linked to the equator. Compare to the UK. Use atlas heat maps.</li> <li>3. Learn about the characteristics of Polar (cold) and Desert (hot) areas. Challenge: discuss what's in between these</li> <li>4. Research the characteristics of a hot area. (Mediterranean tropics)</li> <li>5. Consolidate learning on hot and cold areas of the world in order to persuade holiday makers to visit that area.</li> </ol>
<b>Vocabulary</b>		
human feature, physical feature, map, key, symbol, compass, cardinal points, near, far, left, right, Peckham, direction	season, weather pattern, change	Continent, country, climate, equator, polar, desert

## Year 2

<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and Fieldwork</b>
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	(Case Studies)		
<ul style="list-style-type: none"><li>Name and locate the world's seven continents and five oceans</li></ul>	<p><i>Building on previous learning done in Year 1 focusing on our local area –</i></p> <ul style="list-style-type: none"><li>Understand similarities and differences through studying human and physical geography of studying a small area in the UK (my local area) <i>and a small area in a contrasting non-European area</i></li></ul>	<ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port harbour and shop</li><li>Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li></ul>	<ul style="list-style-type: none"><li>Use a world map, a globe or an atlas to identify continents and oceans.</li><li>Use aerial photos to recognise landscapes and basic human and physical features.</li><li>Use simple compass directions (N,S,E,W) to describe the location of features and routes on a map.</li><li>Use locational language such as near, far, left and right to describe features on a map.</li><li>Devise a simple map and construct basic symbols in a key</li></ul>



**Knowledge**

<b>Marvellous Mapping</b>	<b>UK Coastal Environments</b>	<b>How is the UK different to Nigeria</b>
	<b>Case study: Cuckmere Valley</b>	
<ol style="list-style-type: none"> <li>1. Learn how to create and read symbols on maps and follow compass directions (8 POINTS)</li> <li>2. Learn how to use coordinates (<i>Children could create a story based on coordinates for peers to follow</i>).</li> <li>3. Use google earth and map of the local area to locate key human and physical features</li> <li>4. Use geographical language and their knowledge of the local area to describe the location of local transportation. Plan a route.</li> <li>5. Devise a map and construct basic symbols in a key (also include gridlines).</li> <li>6. To use their own map to navigate from A to B</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the coast and what is it used for? (Human)</li> <li>2. What processes form the coast? (Erosion, transportation, deposition)</li> <li>3. What are the features/landforms in coastal areas? Physical Features of the Seaside. Use Cuckmere Valley as an example. (<i>Could use aerial photos/google earth for this</i>)</li> <li>4. How is the coast managed? Use Cuckmere Valley as an example.</li> <li>5. Trip to Newhaven (Focus on physical geography and maybe look at human)</li> <li>6. Put trip in context of previous lessons</li> </ol>	<ol style="list-style-type: none"> <li>1. Recap the UK and its geography cities and countryside.</li> <li>2. Find out about Nigeria and its geography, cities and countryside</li> <li>3. Compare Lagos and London (human geography).</li> <li>4. Compare Lagos and London (physical geography). (<i>Could use topographical maps for this</i>).</li> <li>5. Compare life in Lagos with life in London using secondary sources (e.g. <i>Videos</i>)</li> <li>6. My School, your school, compare school life in ____ to their school.</li> <li>7. Compare life in Lagos with life in London using primary sources (e.g. <i>talking to people from Lagos in our communities/making links with schools</i>)</li> </ol>

**Vocabulary**





Cardinal and ordinal points, compass directions, physical and human features, symbols, key, near, far, left, right	Erosion, transportation, deposition, human and physical features,	Country, continent, physical human geography,
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### Year 3

Locational Knowledge	Place Knowledge (Case Studies)	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> <li>• Locate and name the continents on a world map.</li> <li>• Locate the main countries of Europe including Russia. I can identify capital cities of Europe</li> <li>• Identify the longest rivers</li> <li>• Name and locate the key topographical features including rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Study a region in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography Inc. rivers and the water cycle and climate zones.</li> <li>• Human Geography: settlement: types of settlement, land use, economic activity, trade links and the distribution of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/google earth to locate countries and describe features studied.</li> <li>• Know the 8 points of a compass</li> <li>• Use 2 figure grid references</li> <li>• Understand basic symbols and a key (Ordnance survey maps)</li> <li>• Use fieldwork to observe and record the human and physical features in the local</li> </ul>



		<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical and human geography</li> </ul>	area (sketch maps, plans and graphs).
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**Knowledge**

<b>Early Settlements</b> <b>Case Study: Hampshire</b>	<b>Modern Europe and Rivers inc. The Nile</b>	<b>Getting lost (map work)</b>
<p><b>1. What did early settlers need?</b></p> <p>Explain why settlements develop in certain locations. Use maps to illustrate.</p> <p><b>2. Where would you settle: Hampshire?</b></p> <p>Identify features of a good settlement site using maps of Hampshire from different periods in history. Justify why it is good/choices.</p>	<p><b>1. Locate Egypt on a map as well as the River Nile. Which countries does the Nile flow through</b></p> <p><b>2. How is a river formed?</b></p> <p>Link to Nile study</p> <p><b>3. Stages of a river's journey</b></p> <p>Geographical features of the Nile e.g. source/delta etc.</p>	<p><b>1. Locate Europe's countries and capital cities (inc. Russia)</b></p> <p><b>2. Map Work. Explore the Bromley 3 commons Walk (Awareness of symbols)</b></p> <p><b>3. Plan Hike Route on Ordnance Survey Map (highlight route and put notes on physical and human features)</b></p>



<p><b>3. (Modern) How is land used in settlements today- focus on Hampshire?</b></p> <p>List different types of land use agricultural/housing/industrial/business etc. identify land use on a digital map/identify similarities and differences between land use in different places.</p> <p><b>4. (Modern) How are settlements linked- focus on Hampshire?</b> (transport/roads)</p> <p>Use a Key to identify transport links on maps. Use an atlas to find routes between places including using grid references. Describe directions of travel using the eight compass points. Link to London.</p> <p><b>5. What has changed over time in Hampshire?</b></p> <p>Identify important features of a settlement site.</p>	<p><b>4. Investigate the importance of the Nile for current life in Egypt.</b> (Uses for the Nile, trading, fishing, farming, funerals, every-day life)</p> <p><b>5. Compare the importance of the Nile from current life in Egypt to old life in Egypt</b> (e.g. competition for water from other countries).</p> <p><b>6. Investigate the hidden rivers in London</b> (link to our house names).</p>	<p><b>4. Compass bearings</b></p> <p><b>5. Construct contours on heights</b></p> <p><b>FIELDWORK: Bromley Three Commons Day Hike</b></p>
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<b>FIELDWORK: Butser Ancient Village, Hampshire</b>		
Vocabulary		
Land use, compass points, grid references,	Topographical features, country, source, delta, land use, natural resource	Country, continent, compass points, capital city, symbols, physical and human features

## Year 4

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
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(Case Studies)			
<ul style="list-style-type: none"><li>● Look at a region in the UK– rural/urban – think about how these areas have changed over time. Compare land use maps of the UK from past with the present</li><li>● Locate and name the countries making up the British Isles with their Capital cities.</li><li>● I can name and locate the key topographical features including hills, mountains, volcanoes</li><li>● I can identify the position and significance of Equator, N and S Hemisphere, Tropics of Cancer and Capricorn</li></ul>	<ul style="list-style-type: none"><li>● Examine how the counties and cities of the UK have changed over time.</li></ul>	<ul style="list-style-type: none"><li>● Describe and understand key aspects of physical geography including mountains volcanoes and earthquakes</li><li>● Describe key aspects of physical geography including climate zones, biomes and vegetation belts.</li><li>● Describe and understand key aspects of physical and human geography</li></ul>	<ul style="list-style-type: none"><li>● Use maps, atlases, globes and digital/google earth to locate countries and describe features studied.</li><li>● Use the 8 points of a compass</li><li>● Use four figure grid references</li><li>● Use fieldwork to observe and record the human and physical features in the local area (sketch maps, plans and graphs.</li><li>● Use symbols and a key (including the use of Ordnance Survey maps) to build my knowledge of the UK past and present.</li></ul>



Knowledge		
Volcanoes and Mountains	Italy over time	Climate zones and Climate Change
<p><b>1. Under our feet</b> Describe what is under Earth's surface. e.g. by using egg/onion.</p> <p><b>2. Tectonic plate movements.</b> Understand what causes different earthquakes.</p> <p><b>3. What are the primary and secondary effects of earthquakes?</b></p> <p><b>4. Mountains- How are they formed?</b></p> <p><b>5. Volcanoes – How are they formed?</b></p>	<p><b>1. Name and locate the counties and regions of the UK and Italy (<i>Using atlases</i>)</b></p> <p><b>2. Look at the topographical features of Campania</b> (physical Geography- mountain ranges)</p> <p><b>3. Look at how land-use has changed over time in Pompeii?</b></p> <p><b>4. Human and physical changes of volcanic regions - Pompeii</b></p>	<p><b>1. Climate zones including mountains climates</b></p> <p><b>2. Biomes of the world</b> Understand the term 'biome' and identify biomes of the world. Understand the features of biomes: vegetation, wildlife and climate Comparison between biome and ecosystem (and how they are affected by changes in seasons)</p> <p><b>3. Understand the relationship between climate, nutrients and vegetation within ecosystems.</b></p>



	<u>Case study comparison of topographical features with South East and Campania</u>	<p>4. <b>Man-made biomes 'Why are artificial biomes so important?'</b></p> <p>5. <b>Changes over Time.</b> Use OS Maps to explore how the UK has changed over time. (Could talk about global warming).</p>
<b>Vocabulary</b>		
Primary and secondary effects, tectonic plates, constructive and destructive plate boundaries, shield volcano, stratovolcano,	Topographical features, human features, physical features, country, region, rural, urban, capital city, land use	Human features, physical features, biomes, man-made biomes, climate, climate zones, equator,

## Year 5

Locational Knowledge	Place Knowledge (Case Studies)	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"> <li>• Locate the world's countries.</li> <li>• Name and locate the key topographical features of countries studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Region in North America linked to Migration to London  (Caribbean country)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains and the water cycle in the context of weather and erosion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/google earth to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass</li> </ul>



<ul style="list-style-type: none"><li>• Look at how land use has changed over time.</li><li>• Identify the position and significance of latitude and longitude and the Greenwich Meridian, linking with time zones, day and night.</li></ul>		<ul style="list-style-type: none"><li>• Understand and describe key aspects of human geography including: types of settlement and land use, economic activity.</li></ul>	<ul style="list-style-type: none"><li>• Use four figure grid references</li><li>• Use fieldwork to observe and record the human and physical features in the local area (sketch maps, plans and graphs and digital technologies).</li></ul>
<b>Knowledge</b>			
<b><u>Changing World</u></b>	<b><u>Mapping the World</u></b>	<b><u>Exploring the Caribbean</u></b> <b><u>Case Study: Jamaica</u></b>	





<p>1. <b>Local Study FIELDWORK</b></p> <p>Identify a location (park or woodland and survey it e.g. through sound perception, human and physical features, environmental quality)</p> <p>2. <b>Repeat the above in a different location</b></p> <p>3. <b>Repeat the above in a different location</b></p> <p>4. <b>Presenting findings from the local study fieldwork (e.g. data/survey).</b></p> <p>5. <b>Weathering and Erosion</b></p> <p>How can water change the landscape?</p>	<p>1. <b>Mapping the World.</b> Identify the main countries of the world and place them on a map. What do we mean by main countries?</p> <p>2. <b>Longitude/Latitude.</b> Find and discuss the equator, tropic of Capricorn and cancer. Talk about temperature linked to latitude.</p> <p>3. <b>Time zones</b></p> <p>Explore time zones in different parts of the world. Talk about Greenwich Meridian and time zones of countries studied previously e.g. Italy, Nigeria, Jamaica (in next topic).</p> <p>4. <b>Contours, keys and Symbols</b></p> <p>Use symbols and a key to build knowledge of the UK by identifying landmarks. Label lines of latitude on it. (e.g. could create contour layers with card).</p> <p>5. <b>How has Docklands land use changed?</b> Use maps from different points in history to explore how an area has changed</p> <p><b>Possible trip to the Docklands</b></p>	<p>1. <b>Location &amp; Climate of Jamaica</b></p> <p>Locate the area, identify its continent and neighbouring countries, climate zone etc. Compare with the UK.</p> <p>2. <b>Physical Features of Jamaica</b></p> <p>3. <b>Human Features of Jamaica</b></p> <p>4. <b>Compare the physical and human features of Jamaica with the UK.</b></p> <p>5. <b>Why did Migrants choose to come to the UK and leave their home countries?</b></p>
<p>Vocabulary</p>		
<p>Weathering, erosion, human and physical features, four figure and six figure grid references, OS map, land use, pollution</p>	<p>latitude, longitude, hemisphere, coordinate, Tropic of Cancer, Tropic of Capricorn, contours, keys and symbols,</p>	<p>Physical geography, human geography, continent, climate zone</p>



## Year 6

Locational Knowledge	Place Knowledge (Case Studies)	Human and Physical Geography	Geographical skills and Fieldwork
<ul style="list-style-type: none"><li>• Locate the world's continents and countries, concentrating on their main environmental regions, key physical and human features.</li><li>• Look at how land use has changed over time.</li><li>• Name and locate the key topographical features including coast, hills, mountains and rivers.</li></ul>	<ul style="list-style-type: none"><li>• study a region in Asia, linked to study of Iraq/Baghdad.</li><li>• Study the human and physical geography of a region of the United Kingdom and a region in a European country and a region within North or South America in the context of human geography in London, Freiburg and Curitiba and the finite nature of many resources</li></ul>	<ul style="list-style-type: none"><li>• Describe key aspects of physical geography including climate zones, biomes and vegetation belts of a region studied.</li><li>• Human geography – Distribution of natural resources focusing on energy, food, minerals and water</li><li>• Describe and understand key aspects of human geography, in the context of renewable and non-renewable energy sources and the finite nature of resources. .</li></ul>	<ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital/google earth to locate countries and describe features studied.</li><li>• Use 6 figure grid references with links to latitude and longitude in depth.</li><li>• Use fieldwork to observe and record the human and physical features in the local area (sketch maps, plans and graphs and digital technologies).</li></ul>



<b>Knowledge</b>		
<b><u>Sustainability</u></b> <b><u>Case Study: Curitiba</u></b>	<b><u>Baghdad</u></b>	<b><u>British Trade and Economics</u></b>
<p><b>1. Plastics</b></p> <p>What is recycling? What happens to objects that are not recycled? What are single use plastics? Why are these not sustainable?</p> <p><b>2. What is Sustainability?</b></p> <p>What is sustainability? What does sustainable development mean? What aspects of our life are unsustainable?</p> <p><b>3. Natural Resources</b></p> <p>What are natural resources?          What are the some of the ways we produce energy?</p>	<p><b>1. Baghdad/Iraq</b></p> <p>Location, name continents, identify continent &amp; countries in the continent &amp; location on a map. Look at language and religion</p> <p><b>2. Physical geography</b></p> <p>Climate zone, biome, rivers, mountains,</p> <p><b>3. Human geography</b></p> <p>Land use, economic activity, settlement.</p> <p><b>4. Different ethnic groups of Baghdad-conflict focus.</b></p>	<p><i>(Objectives to be covered through other units in Geography and wider curriculum subjects)</i></p> <p><b>1. Explore what the UK trades (imports and exports)</b></p> <p>Explore the UK's trade links with other countries</p> <p><b>2. Explore who we trade with from the empire and how this has changed over time.</b> Talk about global trading partners.</p> <p><b>3. Fair Trade</b></p> <p>Describe and understand key aspects of human geography including trade links and</p>



<p><b>4. Renewable energy sources</b></p> <p>What is renewable energy? (Hydro power, solar, wind, geothermal, wave)          Advantages/Disadvantages          Why are these cleaner to use?</p> <p><b>5. Compare London to Curitiba – Brazilian city that has become a 'green city'.</b></p> <p><b>6. What lessons can we learn from Curitiba?</b></p>	<p><b>5. Trade links</b></p> <p>Link to trade and change over time. (Baghdad as major trading city between Europe and the East)</p> <p><b>6. Compare Maps of Baghdad over time. Document changes.</b></p>	<p>the distribution of natural resources including energy, food, minerals and water.</p> <p><b>4. The Global Economy</b></p> <p>Identify key production locations – how do the world's mountains and rivers impact on this e.g. Suez Canal.</p> <p><b>5. Brexit and its impact on trade agreements</b></p> <p><b>6. Independent Study- Hometown: Clone town</b></p> <p>Study how trade is impacting the geography of our local area. Use fieldwork to prove it. Survey and presentation.</p>
<b>Vocabulary</b>		
<p>Sustainability, recycling, Renewable energy, non-renewable, hydropower, solar energy, wind energy, geothermal,</p>	<p>Physical and human geography, continent, country, climate zone, biome, trade, land use, latitude, longitude, topographical features</p>	<p>Trade, Imports, exports, fair trade, natural resources</p>



The Belham Primary School  
**Geography Progression**