REED FIRST SCHOOL

Learning Together, Learning for Life

Curriculum Map for Geography

Early Years

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for Geography when they enter Year One. The children are guided to make sense of their physical world and their community through opportunities for learning at the level appropriate for 3 to 5 year olds while beginning to build their locational and place knowledge both physical and human. Skills used will build to prepare the children to use geographical skills and fieldwork in Key Stage 1.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there is clear evidence of the depth in learning in history through Understanding of the World. The evidence will come from teacher knowledge of every child and use of floor books to record learning journeys.

Statutory framework for the Early Years foundation stage: The most relevant statements for Geography are taken from the following areas of learning:

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: People Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- 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.

ELG: The Natural World Children at the expected level of development will:

- 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.

Skills progression end points:

Area	Year N	Year R:
Geographical enquiry	Understand 'why' questions, like: "Why did we see a tractor in Reed?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Understand how to listen carefully and why listening is important Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Show interest in different occupations. Continue developing positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Use new vocabulary in different contexts Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.
Direction/Location	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Beginning to use 'right and left' with increasing confidence.	Point to the North and South Poles on a globe. Use a compass to identify the direction of North. Use more complex directional language and confident using right' and 'left'. Use their own or other maps to follow and give directions and use positional language: right, left, up, down, next to, in front of etc.

Drawing maps	Create closed shapes with continuous lines and begin to use these shapes to represent objects and features. Draw maps using shape and purposeful mark making.	Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds. For example: Create memory maps of their school grounds and then explore out of doors to match identified features. Do a 'Drift' walk, noticing and mapping what they are looking out for e.g., 'the colour yellow'. Select materials to create their own map showing a given feature such as a mountain, and talk about their different interpretations of this activity. Create a 3D or 2D maps of a real setting, such as their own home, or of an imagined one prompted by a story, to discuss features and / or what you can do there.
Representation	Use some symbols as cues e.g. follow painted footsteps on a playground. Use objects as symbols to represent other objects e.g. line of sticks as a road.	Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols on maps and what they mean.
Using maps	Begin to understand that maps hold information in patterns and print. Use maps for pretend play. Make imaginary maps with marks that have meaning. Follow simple routes on maps. Use journey strings or sticks to record information on a route, Recall the journey and sequence the event, using the string or stick as a map.	Derive information from a simple map. Use a simple plan map of the school grounds to find and / or mark in features. Follow a simple route at a local scale, using familiar landmarks. Use journey sticks or strings to create simple drawn maps. Look at images of the Earth as seen from outer space and talk about what the colours and patterns represent. Use large scale aerial images to discuss what patterns and shapes they see. Record simple non-standard measurements on maps and plans. Mark on an existing plan or map where they have been during the day and talk about this chronologically.
Scale/Distance	Begin to explore scale through small world play.	Start to gain knowledge of their own country and its features. Zoom in to a map to find the school using a postcode. Know that you need to zoom out to see a larger area.
Perspective	Talk about distance and know that some places are further away than others.	
Map knowledge	Recognise some features at a large scale, using aerial views. eg the cars in the car park, the school building. Play simple digital games moving figures on a plan view e.g. of a room.	Manipulate and annotate large scale maps, adding simple text, markers, and photographs.
Style of map	Picture maps globe plans Use teacher drawn base maps. Use large scale OS maps.	
Vocabulary		
Locational Knowledge	above, far, in front of left near next to right under, besides, edge address, atlas, globe, map country	
Place Knowledge	Reed, Name of home town or village	
Human and Physical features	beach, hill, house, mountain, park, sea, school, street, town, village, city, woods, church, park, road, school, weather, sun, cold, wind, rain, cloud, snow, sleet, fog, seasons, Summer, Winter, Autumn, Spring busy, cold dirty hot muddy noisy pretty quiet safe ugly wet windy	
Map work	globe, map, left, right, forwards, backwards	

Key Stage One

National Curriculum:

Key stage One pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

Human and physical geography

- 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
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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
- 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
- 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 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.

Some parts of the programmes of study are taught as continuous provision across the year, while other aspects are taught as topics. This is to ensure all of the children know, apply and understand the matters, skills and processes specified in the relevant programme of study and can build upon the skills progression during the year and over the two years in Key Stage One, preparing them for Key Stage 2.

Skills progression end points:

Area	Year 1	Year 2:
Geographical enquiry	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.
Direction/Location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)
Drawing maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
Representation	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)
Perspective	Draw around objects to make a plan.	Look down on objects to make a plan view map.
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas

Vocabulary progression:

Area	Year 1	Year 2:
Locational Knowledge	world, Earth, United Kingdom, England, Scotland, Wales, Northern Ireland, country Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, Pacific Ocean, The Arctic Circle continent, Europe, North America, South America, Africa, Asia, Oceania and Antarctica	All of previous year plus: capital city, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel, country

Place Knowledge	island, compare, same, different, Reed, Royston, Nairobi, Kenya, Chembakolli, Temil Nadu	comparison, describe, similarities, differences, area, human features, physical features, landmark, transport
Human and Physical features	natural, man-made, town, different types of houses (e.g. semi-detached, detached, bungalow, flat), shop, forest, hill, river, North Pole, South Pole, mountain, rock, waterfall, icicles, tundra, ice, iceberg, ocean Equator, hot, warm, savannah, grasslands, urban, rural	city, sea, port, harbour, beach, cliff, coast, valley, vegetation, shoreline, bay, cave, sand dunes
Map work	Atlas, symbol compass directions, North, East, South, West	key, plan view, birds eye view, aerial view, navigate
Field Work	path, direction, forward, backward, left, right, near, far, position, sketch, pictogram	location, sketch map, route

Key Stage One

Continuous learning:
These areas of learning will be taught and studied continuously through KS1 through continuous provision and daily access to resources and activities.

The United Kingdom

- **Locational knowledge -** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- **Geographical skills and fieldwork -** use world maps, atlases and globes to identify the United Kingdom and its countries.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Weather and Seasons in the United Kingdom

- **Locational knowledge -** name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- **Human and physical geography** - identify seasonal and daily weather patterns in the United Kingdom

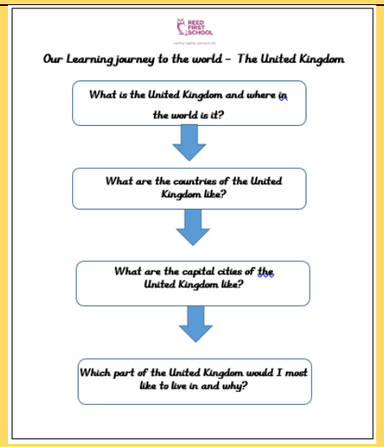
Continents and Oceans

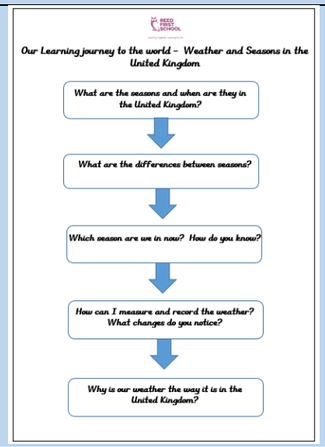
- **Locational knowledge** - name and locate the world's seven continents and five oceans.
- **Geographical skills and fieldwork** - use world maps, atlases and globes to identify the countries, continents and oceans studied.

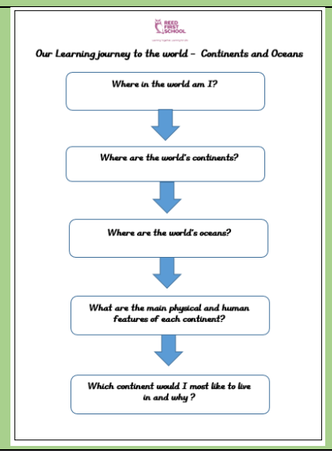
Hot and cold places

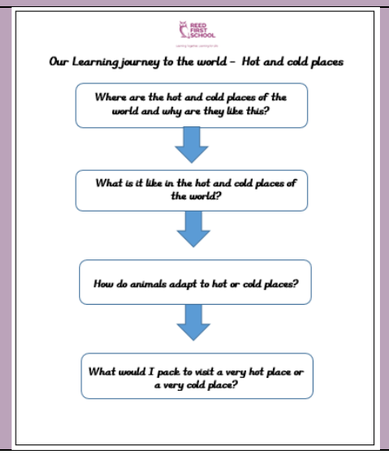
- **Human and physical geography -** identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- **Locational knowledge** - name and locate the world's seven continents and five oceans.
- **Geographical skills and fieldwork** - use world maps, atlases and globes to identify the countries, continents and oceans studied.

Teaching Sequences:









In addition, lessons within the teaching sequences in Science and Forest School will further support:

Geographical skills and fieldwork

- 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
- 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 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.

A Year:

This unit of work will be taught as a topic in the A Year to ensure curriculum coverage in our mixed age classes.

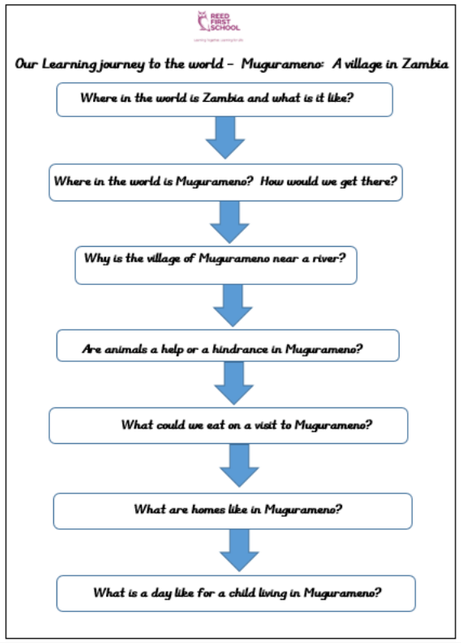
Mugurameno: A village in Zambia

- **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.

- **Human and physical geography -** 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- **Geographical skills and fieldwork -** 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
- 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
- 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 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.

Teaching Sequence:



B Year:

This unit of work will be taught as a topic in the A Year to ensure curriculum coverage in our mixed age classes.

Chembakolli: A village in Temil Nadu

- **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

- **Human and physical geography -** 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- **Geographical skills and fieldwork -** 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
- 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
- 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 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.

Teaching Sequence:

Key Stage Two

National Curriculum:

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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

Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

As we are a First School, our pupils complete Key Stage 2 at another setting. Where we cannot guarantee eras will not be covered more than once as children move to other settings in Year 5, we have aligned our curriculum as best we can to see the recommended parts of the curriculum for upper KS2 be taught in Years 5 and 6. Our skills based curriculum means that skills are built upon in every era learnt about. We have also mapped our local them of farming across all topics as this is relevant to many of our families in our rural setting.

Skills progression end points:

Area	Year 3	Year 4:
Geographical enquiry	Ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
Direction/Location	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.
Representation	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.
Using maps	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
Scale/Distance	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
Perspective	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.
Map knowledge	Begin to identify points on maps A,B and C	Begin to identify significant places and environments
Style of map	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
Vocabulary:		
Locational Knowledge	All of previous years plus: Northern, Southern Hemisphere, country, border, county Equator, Tropic of Cancer, Tropic of Capricorn, Arctic/Antarctic Circle.	
Place Knowledge	explore, comparison, positive, negative, human geography, physical geography, key features, land use, population, language, currency, transport, landmarks, architecture identify, notice, culture, tourism, settlement	

Human and Physical features	mountain ranges, lakes, volcanoes, farming, climate, climate zone, biome, flora, fauna, deciduous forest, grassland, tundra, arid, polar housing, businesses, factories, cathedral, university climate, precipitation, landscape, desert, jungle, mountain latitude, biome, rainforest, emergent layer, canopy, understory, forest floor, water cycle, evaporation, transpiration, condensation, precipitation, settlement trade, scale, local, national, global, import, export, goods, product, natural resources, supply chain, production, Fairtrade
Map work	atlas, map, symbols, aerial photograph, map key World map, 8 compass points, North, North-East, East, South-East, South, South-West, West, North-West, axis
Field Work	viewpoint, sketch map, label, photograph, title, route, observe, field sketch observe, measure, record, present, charts, graph, interpret, rainfall, temperature, rain gauge, centimetres (cm), millimetres (mm), lowest, highest, most, least, average, tally, title, axes

Lower Key Stage Two

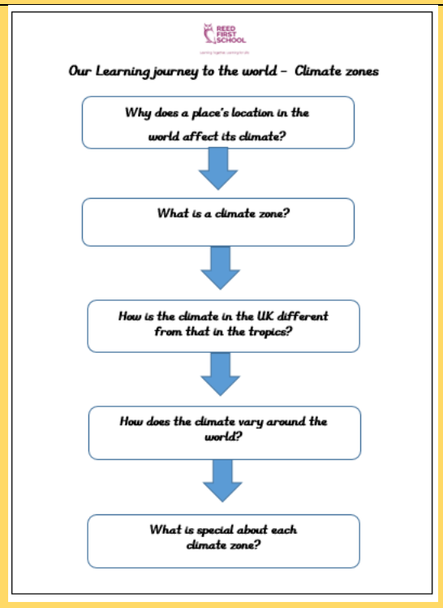
Continuous learning over A and B Years:

These areas of learning will be taught and studied continuously through lower KS2 through continuous provision and daily access to resources and activities.

Teaching Sequences:

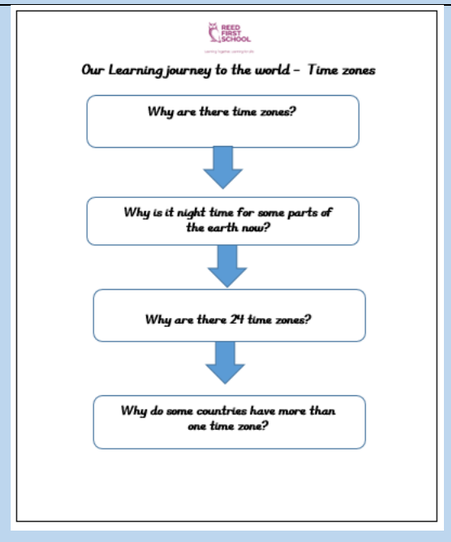
Climate Zones

- **Locational knowledge -** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- **Human and physical geography -** Describe and understand key aspects of: physical geography, including: climate zones.



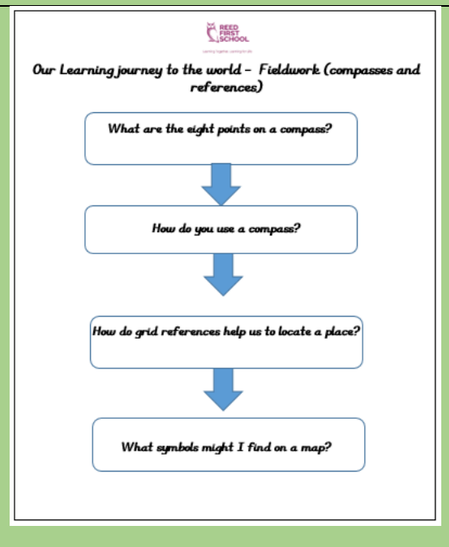
Time Zones

- **Locational knowledge** - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



Forest School

- **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)
- 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.



What is happening in the world this week?

- **Locational knowledge** - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- **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

- **Human and physical geography -** describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- **Geographical skills and fieldwork -** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

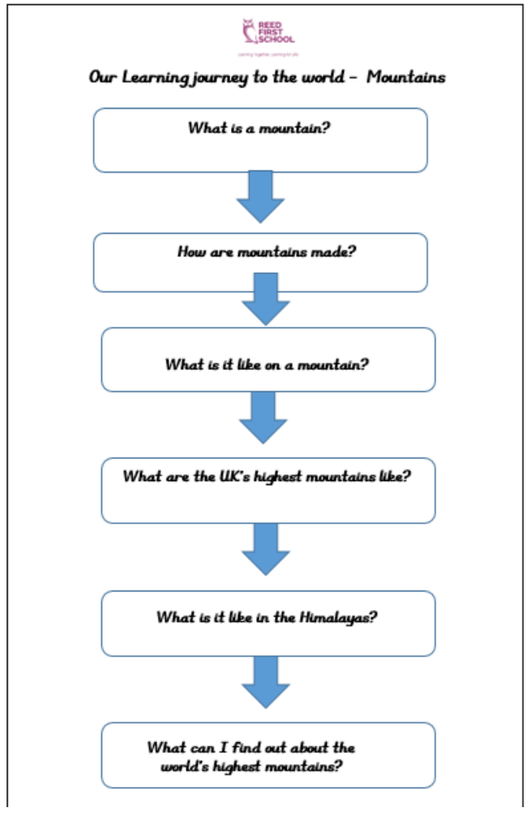
A Year:

These units of work will be taught as a topic in the A Year to ensure curriculum coverage in our mixed age classes.

Mountains

- **Human and physical geography -** Describe and understand key aspects of physical geography, including: mountains.
- **Geographical skills and fieldwork -** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- **Human and physical geography -** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.
- **Locational knowledge** - Name and locate key topographical features of the UK (including mountains).

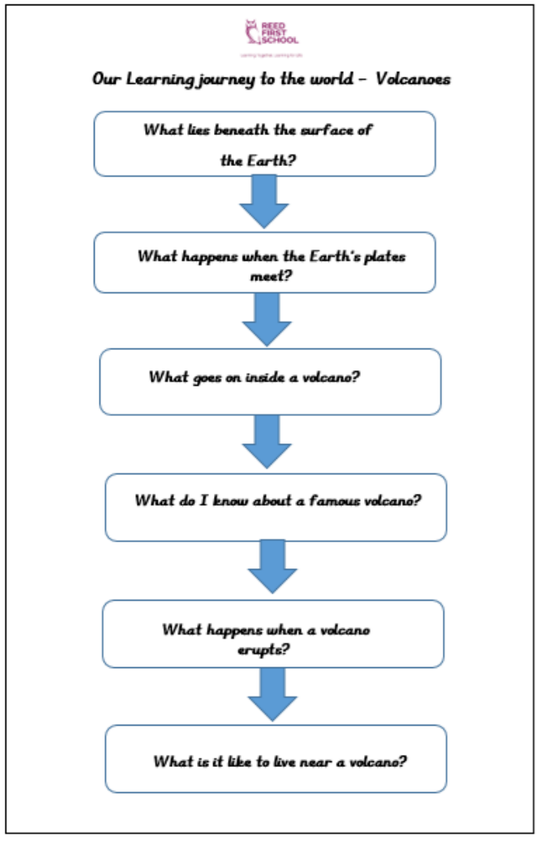
Teaching Sequence:



Volcanoes

- **Human and physical geography -** Describe and understand key aspects of physical geography, including: volcanoes.
- **Geographical skills and fieldwork -** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Teaching Sequence:

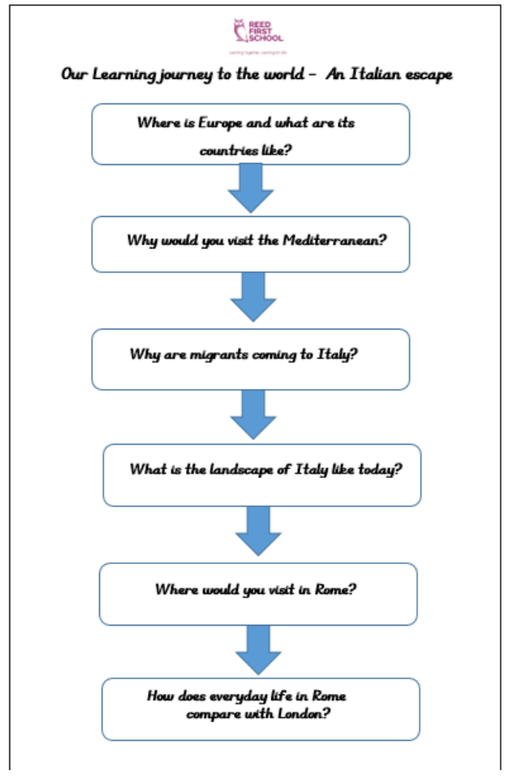


Escape to Italy

- **Place knowledge -** Locate Europe and its key human and physical characteristics. 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
- **Geographical skills and fieldwork -** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- **Locational knowledge -** Identify and locate Europe's major cities.

Human and physical geography - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity.

Teaching Sequence:



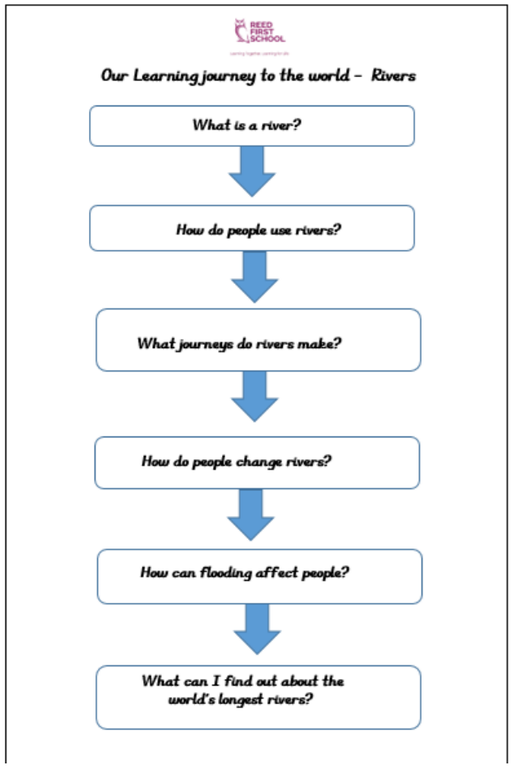
B Year:

These units of work will be taught as a topic in the A Year to ensure curriculum coverage in our mixed age classes.

Rivers

- **Human and physical geography -** Describe and understand key aspects of physical geography, including: rivers and the water cycle.
- Describe and understand key aspects of 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 fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

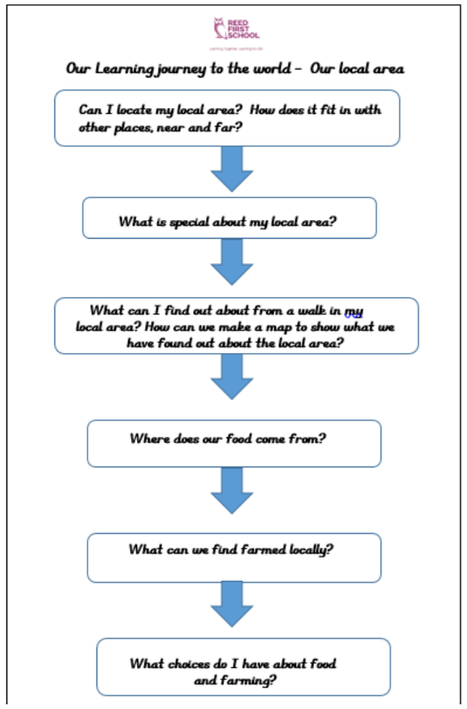
Teaching Sequence:



Our local area

- **Human and physical geography -** Describe and understand key aspects of human geography, including economic activity and trade links, the distribution of natural resources including food.
- **Geographical skills and fieldwork** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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 -** 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.

Teaching Sequence:



North America

- **Locational knowledge -** Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- **Place knowledge -** understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.
- **Geographical skills and fieldwork -** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Teaching Sequence: