

Primary Phase Progression Map: Geography

Our Geography lessons aim to inspire in our pupils a curiosity and fascination about the world and its people that will stay with them for the rest of their lives.

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS Framework and National Curriculum Objectives</p>	<p><u>Understanding the World</u></p> <p>ELG: People, Culture and Communities</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>At Key Stage 1, 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 their geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Locational Knowledge</u> Pupils should be taught to: 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.</p> <p><u>Place Knowledge</u> Pupils should be taught to: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u> Pupils should be taught to: 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) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).</p> <p><u>Geographical Fieldwork</u> Pupils should be taught to: Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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.</p>	<p>At 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 tools and skills to enhance their locational and place knowledge.</p> <p><u>Locational Knowledge</u></p> <p>Pupils should be taught to: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns – and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Place Knowledge</u></p> <p>Pupils should be taught to: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><u>Human and Physical Geography</u></p> <p>Pupils should be taught to describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical Fieldwork</u></p> <p>Pupils should be taught to: 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.</p>				

<p>Locational Knowledge</p>	<p>Know that the world is made up of land and sea.</p> <p>Be able to identify land and sea on a globe or map.</p> <p>Know that the world is made up of different countries and that not all countries are the same.</p> <p>Know that we live by the sea in Bournemouth (in England).</p> <p>Name and locate England on a globe and UK map.</p> <p>Know that London is the Capital of England.</p> <p>Know that the length of the day and night changes depending on the season.</p>	<p>Know that the world is made up of continents and oceans.</p> <p>Name and locate Europe, Africa and Antarctica.</p> <p>Name and locate the Atlantic Ocean, Indian Ocean and Southern Ocean.</p> <p>Name and locate the four countries of the UK.</p> <p>Identify key characteristics of the four countries of the UK.</p>	<p>Know that the world has seven continents and five oceans.</p> <p>Name and locate North America, South America, Europe, Africa, Asia, Australia and Antarctica.</p> <p>Name and locate the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Name and locate the capital cities of the four countries of the UK and its surrounding seas.</p> <p>Identify key characteristics of the capital cities of the UK.</p>	<p>Use maps to locate Russia and the countries of North America (with a particular focus on Canada); Recognise Russia as a transcontinental country and Alaska as a USA state.</p> <p>Use maps to locate the countries of Central Asia.</p> <p>Identify the environmental regions, key physical and human characteristics, and major cities of Alaska, Canada and the countries of Central Asia.</p> <p>Name and locate the nine geographical regions of England.</p> <p>Name and locate major cities of the UK.</p> <p>Name and locate the largest forests in the UK, (including The New Forest).</p> <p>Study land-use patterns in woodland areas and understand how these have changed over time.</p>	<p>Use maps to locate Australia; Recognise that it is both a continent and a country.</p> <p>Use maps to locate the countries of Europe.</p> <p>Identify the environmental regions, key physical and human characteristics, countries and major cities of Europe.</p> <p>Begin to name and locate the counties of England, linking them to their produce e.g. Wiltshire ham</p> <p>Look at farming patterns in the UK, linking geographical regions, their human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers) to the agricultural products they yield.</p> <p>Understand how UK farming patterns have changed over time.</p> <p>Know that the equator divides the earth into the Northern Hemisphere and the Southern Hemisphere.</p> <p>Recognise that Australia's position on Earth means that the sun shines on Australia (daytime) when it is night-time in the UK.</p>	<p>Use maps to locate the countries of North America (with a particular focus on USA and central America).</p> <p>Use maps to locate the countries of South America (with a particular focus on Argentina and The Falkland Islands).</p> <p>Identify the environmental regions, key physical and human characteristics, and major cities of (the State of) California and Italy.</p> <p>Name and locate the counties of England.</p> <p>Know that lines of latitude run parallel to the equator and tell us how far north or south a place is; identify the position of the five major lines of latitude: Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, and Antarctic Circle.</p> <p>Know that lines of longitude run from the top of the Earth to the bottom and tell us how far east or west a place is from the Greenwich (or Prime) Meridian, which runs through London.</p>	<p>Use maps to name and locate the countries of South America (with a particular focus on Venezuela, Colombia and Peru, and Brazil).</p> <p>Identify the environmental regions, key physical and human characteristics and major cities of Brazil.</p> <p>Name and locate the counties of the UK.</p> <p>Name and locate (in relation to UK counties and cities) some of the longest rivers in the UK; Recognise the position of Bournemouth at the mouth of the River Bourne.</p> <p>Understand world time zones.</p>
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<p>Place Knowledge</p>	<p>Through the story 'Anna Hibiscus,' compare our local seaside location to a seaside location in Africa; Notice the environmental differences between the two locations (promenade and beach hut vs houses and white sand).</p>	<p>Notice differences between Bournemouth (a small area of the UK) and Kumasi (in the Ashanti region of Ghana – a contrasting, non-European country).</p>	<p>Identify key features of the human and physical geography of Ghanzi (a town located in the middle of the Kalahari Desert in Botswana).</p> <p>Describe both similarities and differences in the human and physical geography of Ghanzi and Bournemouth.</p>	<p>Describe the human and physical geography of: Canada Alaska Russia The New Forest Central Asia;</p> <p>Begin to identify geographical similarities and differences between the places they study.</p>	<p>Describe the human and physical geography of different regions of Australia; Compare and contrast with regions of the UK.</p>	<p>Demonstrate an understanding of geographical similarities and differences when describing the human and physical geography of: Antarctica San Francisco, California New York City, New York Naples, Italy London, UK Cape Canaveral, Florida Baikonur, Kazakhstan</p>	<p>Draw on prior learning to compare and contrast the human and physical geography of Manaus, Brazil with other regions of the world.</p>
<p>Human and Physical Geography</p>	<p>Know that they need to change what they do or wear in response to the climate.</p> <p>Recognise that weather changes according to the seasons and where we are in the world.</p> <p>Talk about the changes that occur in the natural world according to the season.</p> <p>Begin to talk about the features of different countries.</p> <p>Talk about a farm – which animals live there, which plants grow there, and the job of a farmer.</p> <p>Understand that different creatures live in a salt water habitat to those that thrive in a pond biome.</p> <p>Know that we need to take care of our oceans and protect our sea life through recycling and reducing plastic use.</p>	<p>Know seasonal weather patterns in the UK.</p> <p>Know that some places (such as Ghana) are closer to the equator than the UK and recognise that it is hotter there.</p> <p>Know that other places (such as Norway) are further away from the equator than the UK and recognise that it is colder there.</p> <p>Use the following vocab to refer to the key physical features of the countries of the UK: beach, cliff, coast, forest, hill, mountain, sea, river, lake, islands.</p>	<p>Know how weather patterns vary across the UK.</p> <p>Explain why it is hotter in the Kalahari Desert, referring to the equator and the North and South Poles in their explanation.</p> <p>Explain why it is generally colder in Scotland than England, referring to the equator and the North and South Poles in their explanation.</p> <p>Use the following new vocab to refer to physical features of places studied: ocean, soil, valley, vegetation.</p> <p>Describe the key human features of the places studied using geographical vocabulary such as: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of earthquakes and mountains.</p> <p>Describe and understand key aspects of the following Biomes: Deciduous Forest Tundra Steppe/Grassland Plains</p> <p>Understand the impact that human geography (in particular types of settlement and trading routes such as motorways, main roads, ports and runways) has had on the deforestation of UK forests.</p> <p>Understand the role of 'The Silk Road' in facilitating economic activity between the East and the West, and that Central Asian cities and markets prospered as a result.</p> <p>Use appropriate geographical vocabulary to describe the key physical and human features of the New Forest locality.</p>	<p>Describe and understand key aspects of volcanoes and the water cycle.</p> <p>Describe and understand key aspects of the following Biomes: Desert Savannah Coral Reef</p> <p>Describe and understand key aspects of human geography, including types of land use (e.g. types of UK farming) and the distribution of natural resources (e.g. water).</p> <p>Talk about hydroelectricity as a form of renewable energy; Look at the distribution of other natural resources that can be used to generate energy.</p>	<p>Describe and understand key aspects of world climate zones.</p> <p>Describe and understand key aspects of the following Biomes: Ice Sheet</p> <p>Demonstrate knowledge of the push and pull factors that can contribute to human movement (including the distribution of natural resources such as minerals), with particular reference to 'The Great Arrival' and 'The Gold Rush.'</p> <p>Describe the 'boom towns' and 'ghost towns' that resulted from the mass migration of 'The Gold Rush.'</p>	<p>Describe and understand key aspects of rivers.</p> <p>Describe and understand key aspects of the following Biomes: Freshwater (Rivers & Streams) Salt Water (Estuaries) Rainforests</p> <p>Make links between climate zones and the distribution of the world's biomes and vegetation belts.</p> <p>Understand George and Richard Cadbury's rationale for the chosen site of their new chocolate factory in the area they named 'Bourneville,' with particular reference to the trade links available and living conditions their model village afforded.</p> <p>Identify the distribution of cocoa plants (and other foods); Understand how we are able to enjoy chocolate worldwide; Recognise the importance of the 'Fairtrade' initiative.</p>

<p>Geographical Skills and Fieldwork</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</p> <p>Recognise that a map tells us about a place.</p> <p>Know that signs and symbols on a map represent an object that does not move.</p> <p>Identify features such as roads, train tracks and rivers on a simple map.</p> <p>Understand that positional language and directions can tell us where to go.</p> <p>Observe seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds.</p> <p>Know that some specialist equipment can help us to understand the natural world and enhance our experiences (e.g. bug viewers, magnifying glasses, binoculars)</p>	<p>With support, use a world globe to identify Europe, Africa and Antarctica and to locate the UK and Ghana</p> <p>Use aerial photographs to recognise the basic human and physical features of the school grounds.</p> <p>Use simple directional language (forwards, turn, left, right) to describe a route on a map.</p> <p>Devise a simple pictorial map showing a route through part of our school.</p> <p>Use small world and construction resources to make a representation of the school grounds.</p> <p>Investigate environmental issues in the school grounds (e.g. where litter collects, road safety issues, the best site for bird feeders).</p> <p>Investigate different weather conditions through observation.</p>	<p>Use a world map and a globe to identify the seven continents, five oceans and countries studied.</p> <p>Use an atlas to identify the countries of the UK, their capital cities and some of their physical features.</p> <p>Use aerial photographs to recognise the basic human and physical features of the places studied.</p> <p>Use plan perspectives to recognise landmarks and the basic human and physical features of the local area.</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map.</p> <p>Devise a simple map with a basic key to depict the area in and around our school.</p> <p>Mark information on a large-scale plan, using symbols and annotations to record any observations.</p> <p>Observe and record the range of facilities, roads, green spaces and other features in the local area, and talk about their use.</p> <p>Investigate different weather conditions by making and using simple measurement devices.</p>	<p>Use maps, atlases and globes to locate the countries studied.</p> <p>Use an atlas to identify the nine geographical regions of England and their physical features (e.g. mountains, hills, lowlands, rivers, forests and woodlands, coasts).</p> <p>With support, use symbols and the key to read an Ordnance Survey Map of the New Forest.</p> <p>Visit a woodland (e.g. The New Forest) to study the trees, plants and animals as an ecosystem; investigate the physical and human geography of the area.</p> <p>Use a range of methods, including sketch maps, plans and graphs to record the human and physical features observed during the field trip.</p>	<p>Use maps, atlases and globes to locate and describe the countries studied.</p> <p>Use an atlas to begin to name and locate the counties of England, and to make links between their physical features and their farming produce.</p> <p>Use an atlas to identify the environmental regions, key physical and human characteristics, countries and major cities of Europe.</p> <p>Use symbols and the key to read an Ordnance Survey Map.</p> <p>Take fieldtrips to more distant places (e.g. a water treatment plant, Hampton Court Palace) to investigate their physical and human geography.</p> <p>Use the school grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?'</p> <p>Investigate and record different weather phenomena through observation and by using standard measurement</p>	<p>Use maps, atlases and globes and digital/computer mapping to locate and describe the countries and regions studied.</p> <p>Use an atlas to identify push and pull factors in mass migration.</p> <p>Use an atlas and digital/computer mapping to identify the environmental regions, key physical and human characteristics, countries and major cities of North America.</p> <p>Use the eight points of the compass, four figure grid references, symbols and the key to read an Ordnance Survey Map.</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs.</p> <p>Learn about land use by investigating local buildings, facilities and land use; Find out which spaces and places are valued by the local community by designing and conducting interviews.</p>	<p>Use maps, atlases and globes and digital/computer mapping to locate and describe the countries and regions studied.</p> <p>Use an atlas to name and locate the UK's major rivers, identifying the location of the source.</p> <p>Use an atlas and digital/computer mapping to identify the environmental regions, key physical and human characteristics, countries and major cities of South America.</p> <p>Use the eight points of the compass, four and six-figure grid references, symbols and the key to read an Ordnance Survey Map.</p> <p>Use fieldwork to observe, measure, record and present human features using a range of methods, including digital technologies.</p> <p>Explore issues of sustainability in everyday life (e.g. the destruction of the Amazon Rainforest).</p>
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		Observe and use symbols to record daily weather patterns.	Investigate 'Where does the food for our school dinners come from?'		devices (e.g. thermometers, rain gauges and anemometers).		
Vocabulary	land, sea, globe, map, countries, capital city, town, England, London, Bournemouth, day, night, season, winter, autumn, spring, summer, weather, changes, seaside, farm, forest, swamp, mountain, salt water habitat, pond biome, recycling, signs and symbols, positional language (e.g. on, behind, next to, near)	continents (Europe, Africa, Antarctica), oceans (Atlantic Ocean, Indian Ocean, Southern Ocean), countries (England, Wales, Scotland, Northern Ireland, UK, Ghana), seasonal weather patterns, the equator, globe, map, aerial photograph, human features, physical features, beach, cliff, coast, forest, hill, mountain, river, lake, islands, simple directional language (forwards, turn, right, left), environmental issues	continents (North America, South America, Europe, Africa, Asia, Australia, Antarctica), oceans (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean), capital cities (London, Cardiff, Edinburgh, Belfast), UK seas (North Sea, Irish Sea, English Channel), weather patterns (and their relation to the North Pole, South Pole and equator), human and physical geography (including city, town, village, factory, farm, houses, shops and ocean, port, harbour, soil, valley and vegetation), globe, map, atlas, aerial photograph, plan perspective, simple compass directions (North, East South, West), key, symbols and annotations	countries (Russia, Canada, and the countries of Central Asia), transcontinental country, state (Alaska), key physical characteristics (mountains, hills, lowlands, rivers, forests, woodlands, coasts), key human characteristics (land-use patterns, types of settlement and trading routes; including 'The Silk Road'), biomes (deciduous forest, the Tundra, steppe/grassland plains), earthquakes, the geographical regions of the UK (London, the North East, the North West, Yorkshire, East Midlands, West Midlands, the South East, the East of England, and the South West) major UK cities (London, Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield, Leeds, Portsmouth), and major UK forests (Galloway Forest, Kielder Forest, and The New Forest), globe, map, atlas, aerial photograph, plan perspective, Ordinance Survey Map, simple compass directions (North, East South, West), key, symbols	continent, country, geographical region, city, topographical features, UK farming patterns, agricultural produce, Equator, northern hemisphere, southern hemisphere, biomes (desert, Savannah, coral reef), volcanoes, the water cycle, the distribution of natural resources, renewable energy, hydroelectricity, standard measurement devices (thermometers, rain gauges, anemometers).	Lines of latitude (Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle), lines of longitude and the Greenwich (or Prime) meridian, world climate zones, the ice sheet biome, human movement/mass migration, push/pull factors (with reference to 'The Gold Rush' and 'The Great Arrival'), boom towns, ghost towns, digital computer mapping, eight points of the compass (north, north east, east, south east, south, south west, west, north west), four-figure grid reference.	Lines of latitude (Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle), lines of longitude and the Greenwich (or Prime) meridian, world climate zones, the ice sheet biome, freshwater, saltwater and rainforest biomes, vegetation belts, the destruction of rainforests rivers, trade links and economics of Bourneville, the Fairtrade initiative digital computer mapping, eight points of the compass (north, north east, east, south east, south, south west, west, north west), four-figure grid reference.
Project Overview	All About Me (Autumn 1)	Out of Africa (Autumn 2)	Meerkat Madness (Autumn 2)	Wolves (Autumn 1)	Awesome Australia (Autumn 1)	An Expedition to Antarctica (Autumn 2)	Chocolate (Autumn 2)
Geography Unit 1	The children will learn their home address and that it belongs to just them. They will, however, understand	The children will locate Africa on a world map, naming and locating the	The children will locate Africa and the Kalahari Desert on a world map,	The children will identify on a world map where the largest populations of	The children will consider the question 'Is Australia a continent or a country?'	In their study of Ernest Shackleton's expedition, the children will:	The children will study the chocolate trade, including the distribution of the

	<p>that we are all from Bournemouth, which is a town in England.</p> <p>Fantastic Food (Autumn 2)</p> <p>Through looking at foods from different countries, the children learn that the world is made up of different countries and that you can find these countries on a globe.</p>	<p>continents of Europe and Africa. They will identify the location of hot areas of the world, comparing daily weather patterns in Bournemouth with those in Ashanti (in Ghana).</p>	<p>revisiting the continents and oceans of the world. They will use aerial photographs to compare the human and physical features of Bournemouth and Ghanzi (in the Kalahari Desert) - a small area in a contrasting non-European country.</p>	<p>wolves are living today – Alaska, Canada and Russia. They will find out about the environmental regions, key physical and human characteristics and major cities in these countries. The children will then consider if the geographical regions and key characteristics of the UK could support wolf populations today. They will learn about the role that active hunting and deforestation have played in their disappearance.</p>	<p>developing their understanding of the distinction between continents and countries. They will learn that the equator divides the Earth into the Northern and Southern hemispheres, and recognise that Australia's position on Earth means that the sun shines on Australia (daytime) when it is night-time in the UK. The children will study the human and physical geography of Australia.</p>	<p>Plot Shackleton's journey from Plymouth to Buenos Aires and then onto Antarctica. Learn about the seas, oceans, ice-shelves and mountains in and around Antarctica; Compare climate zones and biomes – specifically sand deserts and ice deserts.</p>	<p>natural resource (cocoa trees), the chocolate economy and trade links. They will look at George and Richard Cadbury's chocolate factory in the area they named 'Bourneville' as an ethical business model.</p>
<p>Project Overview</p> <p>Geography Unit 2</p>	<p>Marvellous Monsters (Spring 1)</p> <p>Looking at the different landscapes in their focus text (swamp, forest, mountains), the children will discuss where these landscapes might be seen.</p> <p>Terrific Transport (Spring 2)</p> <p>The children will look at roadmaps through play, to identify roads, train tracks and rivers.</p>	<p>The Frozen Planet (Spring 1)</p> <p>The children will locate Antarctica on a world map, naming and locating Europe, Africa and Antarctica as well as some of the oceans of the world. They will identify the location of cold areas of the world as well as seasonal weather patterns in the UK.</p>	<p>Twisted Tales (Spring 2)</p> <p>Fieldwork focus: The children will take a trip to Furzey Gardens. Here they will use plan perspectives to recognise basic human and physical features and use compass directions and directional language to describe the location of features and routes on a map. This will lead onto further map skills work.</p>	<p>The Tin Forest (Autumn 2)</p> <p>The children will study types of settlement and land-use patterns in the UK and begin to understand how these have changed over time. They will look at the impact of urbanisation and deforestation in particular. During this focus, the children will name and locate the major cities of the UK.</p>	<p>Water World (Spring 1)</p> <p>In this topic, the children will learn to describe and understand a key aspect of physical geography – the water cycle.</p>	<p>Going for Gold (Spring 2)</p> <p>Inspired by their focus text, the children will be exploring migration and the push and pull factors that can contribute to human movement. They will learn about 'The Great Arrival,' identifying push and pull factors for the mass migration of Italians to America. They will look at 'The Gold Rush' and the boom towns and ghost towns that resulted. They will listen family migration stories from within their class.</p>	<p>The Amazing Amazon (Spring 1)</p> <p>In their study of the Amazon River and the Amazon Rainforest, the children will learn about: vegetation belts and rivers; 'The Meeting of the Waters' (in Manaus) where the waters of the River Amazon and Rio Negro meet.</p>
<p>Project Overview</p> <p>Geography Unit 3</p>	<p>New Life (Summer 1)</p> <p>The children will look at the key features of the map depicting the 'cunning plan' from their focus text. They will draw their own versions of the farm and be encouraged to create their own large and small-scale maps. They will practise</p>	<p>The Magic Finger (Summer 2)</p> <p>Fieldwork focus: Inspired by the protagonist in their focus text, the children will consider the need for the protection of British birds. Supported by the RSPB, they will study the geography of our school</p>	<p>Art Attack (Summer 1)</p> <p>The children will name, locate and identify the characteristics of the four countries and capital cities of the UK. As their focus text is set in Paris, they will then compare the UK and</p>	<p>Tales Told in Tents (Autumn 2)</p> <p>With their focus on tales from central-Asia, the children will study the physical geography of central Asia (plains, steppes and deserts), including the occurrence of earthquakes. e.g. what</p>	<p>Amazing Arachnids (Spring 2)</p> <p>The children will study farming patterns in the UK: North-West of England, Scotland and Wales (cold winters, hills and moors) → sheep and cattle South-West England (rich grass) → dairy cows</p>	<p>Forces in Motion (Summer 2)</p> <p>With their focus text 'The London Eye Mystery,' the children will carry out an in-depth study of London. This will include: its geographical characteristics and topographical features;</p>	<p>Winged Wonders (Spring 2)</p> <p>The children will consider the role of biomimicry in the development of human geography – in particular they will look at the impact of flight development on trade links and economic activity.</p>

	<p>giving directions, using simple positional language</p> <p>At the Seaside (Summer 2)</p> <p>After reading 'Splash, Anna Hibiscus' by Atinuke and Lauren Tobia, the children will be encouraged to make comparisons between the beaches and locality seen in the illustrations of Africa and the beaches in Bournemouth.</p>	<p>grounds (and the key human and physical features surrounding it) in order to choose the best location for additional resources to encourage birds.</p>	<p>its capital cities to France and Paris.</p>	<p>causes earthquakes and why they are more common in certain areas of the world.</p> <p>In human geography, the children will learn about 'The Silk Road' – a group of trade routes that went across Asia, allowing cities to prosper and markets to flourish.</p>	<p>South-East England and Scottish Lowlands → grain, potatoes, sugar beet East England → wheat, barley and vegetables.</p> <p>They will consider how farming patterns have changed over time. During this theme, the children will also begin to name and locate some of the major counties of the UK.</p>	<p>development of the London underground and the London underground map; the position and significance of latitude, longitude, and the Prime/Greenwich Meridian.</p>	
<p>Additional Geography Links</p>	<p>Baseline (Autumn 1)</p> <p>Through exploring the school grounds and reading lots of books about starting school, the children will identify the key features of schools.</p> <p>Creation (Autumn 1, RE theme)</p> <p>In discussions about how the world was created, the children will look at globes and maps and talk about their key features.</p> <p>Not-a-Box (Spring 2)</p> <p>The children will consider cardboard boxes as a form of shelter and then move on to talk about seasonal changes.</p>	<p>Superheroes (Autumn 1)</p> <p>The children will direct Traction Man on a mission around our school grounds.</p> <p>Space (Spring 2)</p> <p>Beegu (who is from another world) is lost in the UK. The children will name and locate the four countries of the UK and identify some of their characteristics to help her to identify where she is.</p> <p>Dinosaurs (Summer 1)</p> <p>The children will look at the human and physical geography of Kimmeridge – a coastal town on the Jurassic coast (just along from Lyme Regis, where Mary Anning made her discoveries).</p>	<p>All at Sea (Autumn 1)</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map (e.g. SS Forfarshire's voyage). Use aerial photographs and plan perspectives to recognise landmarks and the basic human and physical features of places studied (e.g. the Farne Islands)</p>	<p>We Are Explorers (Summer 2)</p> <p>In their focus on Sir Edmund Hillary (the first man to reach the summit of Mount Everest), the children will learn about a key aspect of physical geography – mountains.</p>	<p>The Rotten Romans (Autumn 2)</p> <p>The children will learn about the eruption of Mount Vesuvius and find out about Volcanoes. They will use maps to locate the countries of Europe and identify which parts of the world today made up the Roman Empire.</p>		