



EYFS	Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking	
	<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>	
<b>ELG</b> - Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons				
Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things they have observed in different places</li> <li>Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>Identify seasonal patterns – focusing on plants and animals.</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Find out about their environment and talk about features they like and dislike.</li> <li>Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like/dislike.</li> <li>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about features.</li> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</li> <li>Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>Explore their local environment and talk about the changes they see.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>Examine change over time.</li> <li>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>Draw information from a simple map</li> <li>Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>
	NURSERY	FOUNDATION		
Vocabulary	Weather, rain, sun, rainbow, hot, cold, windy, cloudy, noisy, quiet, behind, next to, on top, under, church, road, school, map, features, same, different, Plymouth, England, Uk	Environment, change, natural, place, busy, calm, similar, old, new, past, present, technology, programme, move, direction, forwards, backwards, route, local scale ,near, far, human, physical, globe, atlas, Devon, London, Ireland, Scotland, Wales		



Yr	Enquiry	Geographical Knowledge Locational & Place	National Curriculum Coverage	Key Concepts	Working Geographically Skills & techniques	Key Vocabulary For more detailed vocabulary, please see each Enquiry
1	<b>What is the geography of where I live like?</b>	<i>The physical and human features of a range of significant locations around the world; The physical and human features of their local area; What land use refers to ; How to carry out fieldwork to identify, describe and record the main types of land use in their locality; How to present their results graphically and as a land use map; That the main types of land use are transport, residential, economic activity, public services and open space; Where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world; Ways in which the environment of the local area is changing and the likely reasons for this; How to plan and plot a geographical walk around the local area that includes its key physical and human features</i>	<b>Locational knowledge:</b> Name and locate the world’s seven continents and five oceans <b>Place knowledge:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <b>Human and physical geography:</b> Identify 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 and human geographical features <b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use simple observational skills to study key human and physical features of environments	Environment	<b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence; Compare and contrast, Recall; Reason/speculate, Summarise <b>Fieldwork data collection:</b> Eight points of compass <b>Data representation:</b> Bar Graph; Line Graph; Pictogram <b>Mapwork:</b> World maps; Atlases; Globe; Aerial and satellite photographs. <b>GIS:</b> Google Earth Pro	Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; UK, Country, City, Capital; Continent; Ocean; Europe; Equator; Sea; Forest; Tropical; Buildings; Beach, Canyon; Mountain; Snow; Cliff; Town; moor, Fishing; Boat; Farm; Ice, Field; Road; Bridge; Safari, railway, Geographical Information System (GIS); Construction; transport; recreation, economic, residential
1	<b>Why do we love being beside the seaside so much?</b>	<i>The difference between the physical and human geographical features of the seaside, countryside and towns and cities; The distinction between the concepts of ‘coast’, ‘rural’ and ‘urban’ ;A range of different physical features of coastlines; What is meant by the terms ‘high tide’ and ‘low tide’ ; Why it is important that seaside environments are conserved ;That there are many different habitats at the seaside; How creatures at the seaside are adapted to their environment; Different ways in which people can impact negatively on or pollute seaside environments; The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator; That continents are divided up into countries and that the United Kingdom and Spain are located in Europe; The four countries and capital cities of the United Kingdom and its surrounding seas; How traditional seaside holidays in the United Kingdom have changed within living memory</i>	<b>Locational knowledge:</b> 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 <b>Human and physical geography:</b> Use basic geographical vocabulary to refer to key physical and human features <b>Geographical skills and fieldwork:</b> 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 and locational and directional language 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	Location Scale Distribution Processes Change Interaction Inter-dependence Sustainability Diversity	<b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence Compare and contrast, Recall Reason/speculate, Summarise <b>Fieldwork data collection:</b> Eight points of compass <b>Data representation:</b> Bar Graph; Line Graph; Pictogram <b>Mapwork:</b> World maps; Atlases; Globe; Aerial and satellite photographs. <b>GIS:</b> Google Earth Pro	Seaside, Town, City; Countryside; Urban; Rural, Mountain, Field, Sea; Shops, Heath; Trees; wood; Crops; Farming; cliff, Hill; Traffic; Habitat; environment; adaptation; camouflage; food chain, nutrition, pollution, region, continents, country, north/ south Pole; Continents, Pacific/ Indian/Arctic/ Southern/Atlantic Ocean; Compass; Map; River; Desert; Mountain; Island; Capital;
1	<b>How does the weather affect our lives?</b>	<i>The names and location of the continents of the world The location of the Equator, North Pole and South Pole The elements that make up the weather ; How to observe and measure elements of the weather using simple instruments; How to record their results and display them graphically ; How and why the weather changes over time; How and why the weather changes during the four seasons; The location of hot and cold places in the world; How the weather is different in countries located in the hot and cold places of the world; How and why temperatures decrease from the Equator towards the North and South Pole; The features of the environments of</i>	<b>Locational knowledge:</b> Name and locate the world’s seven continents and five oceans <b>Human and physical geography:</b> Use basic geographical vocabulary to refer to key physical and human features <b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the countries, continents and oceans studied Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study key human and physical features of environments		<b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence Compare and contrast, Recall Reason/speculate, Summarise <b>Fieldwork data collection:</b> Maximum/minimum thermometer; Anemometer; weather vane; Eight points of compass; cloud cover – oktas. <b>Data:</b> Bar Graph; Line Graph; Pictogram;; Wind	Temperature; Tornado; Drought; Thermometer; anemometer, Rain gauge; Weather vane; Compass; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North/South Pole; Solar; Desert; Continent; Ocean; Sahara; Antarctica;

		<i>Antarctica and Sahara; Why Antarctica and the Sahara are both classified as deserts</i>			rose. <b>Mapwork:</b> World maps; Atlases;	Blizzard, Environment; Atmosphere.
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2	<b>Why don't penguins need to fly?</b>	<i>The geographical features of Antarctica including its polar climate; How living things are adapted to survive in such an extreme environment; How the geographical features of the Sahara Desert compare with those of Antarctica; The location of Zambia in Africa; Why Antarctica is a desert even though it is the coldest place on earth; The geographical features of the Arctic Ocean and the North Pole environment; How the Arctic and the North Pole is geographically different from Antarctica and the South Pole; What a food chain is and identify and describe the main elements in the food chain of a polar bear; Why polar bears are not found in Antarctica; Why penguins would not survive in tropical areas of the world</i>	<p><b>Locational knowledge:</b> Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography:</b> Identify daily and seasonal 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 and human geographical features</p> <p><b>Geographical skills and fieldwork</b> 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Use simple observational skills to study key human and physical features of environments</p>	Environment Location	<p><b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence Compare and contrast, Recall Reason/speculate, Summarise</p> <p><b>Mapwork:</b> World maps; Atlases; Globe; Terrestrial photographs. Aerial and satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro</p>	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Snow, ice, Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain, animal; Plant; River; Waterfall; Gorge; Country; Jungle.
2	<b>Why does it matter where my food comes from?</b>	<i>What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK; Why Devon weather i makes it an ideal place for dairy farming; Compare Devon &amp; UK weather; What trade is and what importing and exporting means; The most popular fruits consumed in the UK and where in the world they are produced; The stages of growing bananas and exporting them; How sugar is refined from sugar beet; Some of the benefits of buying food locally The different meat produced by animals in Britain What 'free range' means</i>	<p><b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography:</b> Identify daily and seasonal weather patterns in the United Kingdom; Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans; Use aerial photographs to recognise landmarks and basic human and physical features</p>	Scale Distribution Processes Change Interaction Inter-dependence Sustainability Diversity	<p><b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence Compare and contrast, Recall Reason/speculate, Summarise</p> <p><b>Mapwork:</b> World maps; maps of the United Kingdom; Atlases; Globe. Terrestrial photographs; Aerial and satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro</p>	Farm; Dairy products, shops, Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; UK; Landscape, Field; Weather, Temp; Growing season; Rainfall; sunshine; settlement, Industry, Airport; Motorway, train, Factory; Trade; Plantation; Harvest; Export, Import; Tropical, Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range, Vitamins; Nutrition
2	<b>How does Kampong Ayer compare with where I live?</b>	<i>The location of Brunei within the continent of Asia and in relation to the Equator, North Pole and South Pole; The location of the capital city Banda Seri Bagawan and Kampong Ayer within Brunei; Why Brunei and Kampong Ayer have a tropical climate and why tropical rain forest is the dominant vegetation; The distribution of tropical climate in the world; The main features of a tropical climate</i>	<p><b>Locational knowledge</b> •Name and locate the world's seven continents and five oceans</p> <p><b>Human and physical geography</b> •Identify daily and seasonal 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</p>		<p><b>Disciplinary Skills:</b> Identify, Describe, Observe, Select Categorise/Classify, Sequence Compare and contrast, Recall Reason/speculate, Summarise</p> <p><b>Data representation:</b> Bar Graph; Line Graph; Pictogram; Tally Chart.</p>	Location; Settlement, Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map, UK; England. GB;

		<p><i>How the tropical climate of Brunei compares with the temperate climate of the United Kingdom; The structure of tropical rain forest vegetation; The weather conditions experienced on a typical day in Banda Seri Begawan using</i></p> <p><i>The main physical and human features of Kampong Ayer</i></p> <p><i>How the human and physical geographical features of Kampong Ayer compare with those of their locality; How to create a scale floor plan for a typical home in Kampong Ayer and compare it with one drawn of their own home; How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important</i></p> <p><i>How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom</i></p>	<ul style="list-style-type: none"> <li>•Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>•Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>•Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>•Use simple fieldwork and observational skills to study key human and physical features of environments</li> </ul>		<p><b>Mapwork:</b> World maps; Atlases; Globe; Terrestrial, Aerial and Satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro and Google Street View, Street Plans</p>	<p>Northern/ Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Asia; Brunei; Borneo; Population; Day; Night; Rain; Temp, Arctic/ Antarctic Circle; Climate; Polar; Tropical; Transport; River, Economic activity; Religion, Community; Tropical rainforest; Environment; Habitat; Adaptation; Satellite; Physical; Human.</p>
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3	<i>Why do some Earthquakes cause more damage than others?</i>					Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern / Southern Hemisphere; Evacuation; Infrastructure, Flood; Epicentre; Magnitude; Richter scale; Distribution; Location; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Alpine Fault; Homeless, Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire.
3	<i>Beyond the magic: what is the Sunshine State really like?</i>					Theme park; Tourist; USA; Florida; North America; Atlantic Ocean; Gulf of Mexico; Scale, Population, Time zone, Pacific Ocean; Central America, , Climate; Drought; Tropical rainforest; Trade, Environment; Peninsula; Physical features; Human features; Trajectory; Axis; Orbit; Rotation; Equator; Latitude; Gravity; Europe; South America; Endangered; Life cycle; Pollution, Extinct, Weather; Climate; Hurricane; Temperature; Evacuation; Tropical Storm; Everglades

3	<i>Why do so many people live in megacities?</i>					Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Human geography; Physical geography; High-rise; Isodemographic; Civilisation; Trade; Employment; Economy; Migration; Housing; Industry; Transport; Business; Accessibility; Political map; Capital city; Government; Coast; Shanty; Favela; Tropical rain forest; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.
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4	<i>How &amp; why is my local environment changing?</i>					Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Rainfall; Natural disaster; Environment; Redevelopment, Derelict, Transport; Geographical Information System (GIS); Settlement; Residential; Commercial; Recreation; Leisure; Public services; Distribution, Population; Demographic; Hurricane; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Negative Positive; Scatter graph;. Accessibility; Pollution; Traffic; Amenities;
4	<i>How can we live more sustainably?</i>					Solar; Sustainable; Unsustainable; Reusable; Turbine; Rechargeable; Conservation; Recycle; Health; Resource; Electricity; Power station; Transport; Wellbeing; Lifestyle; Ocean; Wind; Tides; Waves; Fishing; Forestry; Economic activity; Waste; Biodiversity; Global; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Radiation; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Solar cooker. Community; Settlement; Deforestation;

4	<i>Why are jungles so wet and deserts so dry?</i>					Weather; Climate; Temperature; North Pole; Equator; Climate graph; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Equatorial; Drought; Seasons; Northern/ Southern Hemisphere; Meteorological; Tropical; Rainforest; Savanna; Hot desert; Ice cap; Environment; Animals; Herbivores; Landscape; Deciduous; Forest; Evergreen; Predators; Humid; Oxygen; Drought; Carnivore; South America; Amazon Basin; Amazonia; Nile; Andes; Tributary; Humid; Convection; Thunderstorm, Inhabited; Sahara;
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5	<b>How do volcanoes affect the lives of people on Hiemaey?</b>	<ul style="list-style-type: none"> <li>•The countries, major cities, rivers and mountains of Europe</li> <li>•The population of the countries of Europe</li> <li>•How to draw and interpret located proportional bars on an outline political map</li> <li>•The five main lines of latitude of the world</li> <li>•The location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere</li> <li>•The cities and main physical features of Iceland</li> <li>•The climate of Iceland and how it compares with where they live</li> <li>•How to draw and interpret a climate graph</li> <li>•How the climate and physical processes have shaped the landscape of Iceland</li> <li>•The physical and human features of the island of Hiemaey in the Westman Islands of Iceland</li> <li>•Why Hiemaey has an active volcano</li> <li>•How volcanoes are formed</li> <li>•The structure of a typical composite volcano</li> <li>•The benefits and costs or disadvantages of living in close proximity to an active volcano</li> <li>•Why fishing, trade and tourism are very important economic activities for people in Iceland</li> <li>•How cod is caught and processed in Iceland and exported all around the world</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>•name and locate countries 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</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>•physical geography, including rivers and the water cycle</li> <li>•human geography, including types of settlement and land use, economic activity including trade links</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>•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</li> <li>•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.</li> </ul>	<p>Environment</p> <p>Location</p> <p>Scale</p> <p>Distribution</p> <p>Processes</p> <p>Change</p> <p>Interaction</p> <p>Inter-dependence</p> <p>Sustainability</p> <p>Diversity</p>	<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Statistical representation:</b> Drawing and interpreting: climate graphs, located proportional bars and tabular data</p> <p><b>Mapwork</b> - Interpreting and annotating thematic distribution maps: political, relief, population structure, population density, population distribution and migration; climate regions and world time zones, <b>Imagery</b> Terrestrial, aerial and satellite photographs and GIS Google Earth Pro</p>	<p>Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; resources; Hemisphere; Weather; Climate; Trade; Natural Landscape; Eruption; Fire; Fjord; Magma; Evacuation; Lava; Cliff; Gulf Stream; Glacier; Earthquake; Urban; Rural; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Transport, Igneous; Sedimentary; Metamorphic;</p>
5	<b>What is a river?</b>	<ul style="list-style-type: none"> <li>•How the course of a typical river changes from source to mouth and the physical features it creates</li> <li>•Why these physical features are formed</li> <li>•How to collect data at various points along a stream to show graphically how the river changes</li> <li>•How to create a simple cross section across the river at each of these points</li> <li>•What an estuary is</li> <li>•The main physical and human uses of estuaries</li> <li>•Why estuaries are such an important habitat and ecosystem for wildlife</li> <li>•What the water cycle is</li> <li>•How rivers play such an important part in the water cycle</li> <li>•Where the famous meander 'Isle of Dogs' is located along the River Thames</li> <li>•How and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIII</li> <li>•Why the port and docks of London declined and closed very quickly in the 1950s and 1960s</li> <li>•Where in the world Bangladesh is located and the rivers that flow through it</li> <li>•Why Bangladesh suffers from serious annual flooding from its rivers</li> <li>•What is being done in Bangladesh to control river flooding</li> </ul>	<ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>•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</li> <li>•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.</li> </ul>	<p>Environment</p> <p>Location</p> <p>Scale</p> <p>Distribution</p> <p>Processes</p> <p>Change</p> <p>Interaction</p> <p>Inter-dependence</p> <p>Sustainability</p> <p>Diversity</p>	<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Fieldwork</b> Observing, recording, presenting and interpreting data from five measurements at different stages along a large stream – bank width, water width, bank height above water line, depth and velocity</p> <p><b>Statistical representation:</b> Drawing and interpreting: line graphs, , bar graphs and histograms</p> <p><b>Mapwork</b> Interpreting OS 1:25,000 Landranger maps using the key, eight points of the compass, four and six figure grid references, measuring straight line and actual distances using the scale line and constructing contour cross sections</p> <p><b>Imagery</b> Terrestrial, aerial and satellite photographs and GIS Google Earth Pro</p>	<p>River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Coast; Estuary; Erosion; Settlement; Rapids; Ox-bow lake; Mill; Bridge; Sewage works; Leisure; Recreation; Transportation; Invertebrates; Molluscs; Habitat; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Agriculture; Sea level; Bridge; Coast; Omnivore; Herbivore; Carnivore; Prey; Ecosystem; Food chain; Aquifer; Migration; Photosynthesis; Algae, Bacteria;</p>

						Hydrological (water) cycle; Evaporation; River Thames; Isle of Dogs; Marsh; Creek; Monsoon; Famine; Waterfall;
5	<b>Why are mountains so important?</b>	<p>•What a mountain is and the names and location of the main ranges of fold mountains in the world•How ranges of fold mountains formed•The different layers of the Earth•The three main types of rock•Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924•Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953•About the different types of fossils and how each formed•The names and location of the main ranges of mountains in the United Kingdom•How ranges of mountains in the United Kingdom are different from fold mountains •The physical and human features of the Cambrian mountains in Wales•The type of climate experienced in the Cambrian Mountains and how this compares with their local area</p> <p>•The reasons why the mountains of the UK are generally wetter and colder than most other areas•What a tourist is, the activities they enjoy and why the Cambrian mountains is an important destination for tourists•What a reservoir is and why many reservoirs have been built in the mountains of central Wales•How reservoirs can have a positive and negative impact on the environment and people of the locations where they are built•What a renewable or sustainable source of energy is •How electricity is generated from the force of falling water in hydroelectric power stations</p> <p>•That there are costs and benefits associated with building more HEP stations even if they are considered sustainable</p>			<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Statistical representation:</b> Drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs</p> <p><b>Mapwork</b> Interpreting OS 1:25,000 Explorer maps using the key, eight points of the compass, four and six figure grid references, measuring direct and route distances using the scale line and interpreting contour patterns and spot heights</p> <p><b>Imagery</b> Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p>	<p>Mountain; Rock; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Summit;Solar System; Universe; Tectonic plate; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Strata; Ocean; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Fossil; Ocean; Marine; Geologist; Igneous; Sedimentary; Metamorphic; Sediment; Limestone; Distribution; Peak; Erosion; Glacier; Settlement; Environment; Climate graph; Precipitation; Climate station; Growing season; Co-ordinates; Ordnance Survey; Grid square; Grid reference; Disease; Contamination; Health; Hygiene; Medicine; Water; Hydroelectric; Turbine; Generator; Pylons; Resort; Sustainable development; Sustainability.</p>

Yr	Enquiry	Geographical Knowledge Locational & Place	National Curriculum Coverage	Key Concepts	Working Geographically Skills & techniques	Key Vocabulary For more detailed <i>vocabulary, please see each Enquiry</i>
6	<b>How is climate change affecting the world?</b>	<ul style="list-style-type: none"> <li>•The difference between weather and climate</li> <li>•The climate of polar, temperate and tropical regions</li> <li>•What the greenhouse effect and global warming are</li> <li>•How climate change is different from global warming</li> <li>•Some of the changes being caused by climate change in Gambia and their impact on people</li> <li>•Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people</li> <li>•Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people</li> <li>•Some of the changes being caused by climate change in Greenland and their impact on people</li> <li>•Countries around the world where weather patterns have been most affected by climate change</li> <li>•How countries around the world are acting to reduce global warming</li> <li>•How individuals, families and communities like schools are taking action to reduce global warming</li> <li>•What the UK government is doing on a national level to reduce carbon emissions</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>•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</li> </ul> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>•physical geography, including climate zones, biomes and vegetation belts</li> <li>•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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>•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</li> </ul>		<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Statistical representation:</b></p> <p>Drawing and interpreting: line graphs, multiple line graphs, bar graphs and climate graphs <b>Mapwork</b></p> <ul style="list-style-type: none"> <li>•Interpreting OS 1:50,000 Landranger maps using the key, eight points of the compass and four and six figure grid references</li> <li>•Interpreting a range of atlas thematic maps e.g., changing weather patterns, ice sheet distribution and thickness, global temperature differences and countries most impacted by evidence of climate change</li> </ul> <p><b>Imagery</b> Terrestrial, aerial and satellite photos and GIS Google Earth Pro</p>	<p>Africa; The Gambia; Senegal; Atlantic Ocean; River Gambia; Rainfall; Climate; Aid; Weather; Drought; Crop; Desertification; Erosion; Desert; Tropical; Sub-tropical; Hunger; Insurance; Australia; Oceania; Bushfire; Wildfire; Natural disaster; Heatwave; Storm; Infrastructure; Flood plan; Flood defence; Tidal surge; North / South Pole; Ice cap; Climate graph; Weather station; Precipitation; Snow; Tundra; Glacier; Migration; Economy; Global warming; Habitat; Northern / Southern Hemisphere; Carbon dioxide; Observatory; Greenhouse gas; Climate change; Methane; Fossil fuel; Coal; Petroleum; Oil; Gas; Sedimentary; Crust; Mantle; Core; Sustainable development; Renewable; Non-renewable; Wind power; Geothermal heat; Hydroelectric power; Solar power; Biofuel.</p>
6	<b>Why is fair trade fair?</b>	<ul style="list-style-type: none"> <li>•What trade involves</li> <li>•How domestic trade is different from international trade</li> <li>•What exporting and importing goods means</li> <li>•What the Silk Road is</li> <li>•Why the Silk Road was once the most important trading route in the world</li> <li>•Why countries trade with each other today</li> <li>•What a container ship is and why Southampton is a very important container port in the UK</li> <li>•The main commodities that the UK imports from China and the most important goods it exports in return</li> <li>•Why the terms of international trade are sometimes not always fair to producers in poorer countries</li> <li>•Why St Lucia is an important banana producer</li> <li>•What being a certified Fairtrade producer of commodities such as bananas means</li> <li>•How being part of a Fairtrade co-operative can benefit producers in poorer</li> </ul>			<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Statistical representation:</b></p> <p>Drawing and interpreting: bar graphs, climate graphs and divided proportional bars <b>Mapwork</b></p> <p>Interpreting OS 1:50,000 Landranger maps using the key, eight points of the compass and four and six figure grid references <b>Imagery</b></p>	<p>Merchant; Transport; Commodities; Silk Road; Manufacture; Silkworm; Factory; Political map; Desert; River; Depression; Stream; Profit; Trade; Trade route; Export; Domestic trade; International trade; Import; Caribbean; Tropical; Climate; Growing season; Profit; Plantation;</p>

		<p>countries •Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives</p> <p>•The range of Fairtrade products currently available in the UK</p>			<p>Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p>	<p>Shipping; Wholesaler; Retailer; Dock; Ferry; River; Pier; Refinery; Settlement; Cargo; Terminal; Hovercraft; Factory; Farm; Urban; Rural; Fairtrade; Premium; Ethical. Market; Sustainable.</p>
6	<p><b>Who are Britain's National Parks for?</b></p>	<p>•The names and locations of the fifteen National Parks of Great Britain •How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain •Why areas of Great Britain are chosen as National Parks •The main distinctive physical features of National Parks •What the term 'cultural heritage' means •Why cultural features are also important elements of National Parks •The distinctive physical and cultural features of their closest National Park •The three aims or purposes of National Parks •That sometimes these three purposes of National Parks conflict with each other •That because of this potential conflict National Parks have to be carefully managed •How National Parks are managed •The main land use of National Parks •Why farming and farmers are important in helping to achieve the aims of the National Parks •How and why National Parks in the USA are similar to and different from National Parks in Great Britain</p>			<p><b>Disciplinary Skills:</b> Synthesise, Explain, Empathise, Informed conclusion, Reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise</p> <p><b>Statistical representation:</b> Drawing and interpreting: bar graphs, line graphs and climate graphs <b>Mapwork</b> Interpreting OS 1:25,000 Explorer maps using the key and symbols, eight points of the compass, four and six figure grid references, contour lines and cross sections, annotated sketch maps and using scale lines to calculate straight and winding distances <b>Imagery</b> Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p>	<p>National Park; City; Country; Landscape; Protection; Conservation; Environment; Urban; Rural; Countryside; Remote; Town; Mill; Castle; Garden; Fort; House; Regatta; Village; Custom; Tradition; Culture; Heritage; Cultural heritage; Religion; Community; Festival; Mountain; Reservoir; Windmill; Wind pump; Forest; Outcrop; Granite; Tor; Bronze Age; Stone circle; Moorland; Glacial;; Lake; Heathland; Ancient; Coastline; Saltmarsh; River; Coastal; Beach; Sand dune; Gorge; Downland; Grassland; Limestone; Drystone Tourists; Visitors; Abbey; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; Region; Southwest England; World Heritage Site; Site of Special Scientific Interest; Ice Age; Erosion; Pedestal; Evoke; Pastoral, Prehistoric; Ceremonial; Wildlife; Tranquillity; Economic activity;</p>