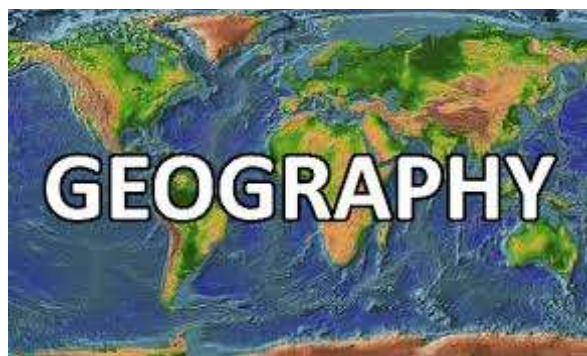




Welton St Mary's Church of England Primary Academy







































## Geography Curriculum

*'The world and the universe is an extremely beautiful place, and the more we understand about it the more beautiful does it appear.'* – Richard Dawkins

### **Geography Intent**

At Welton St Mary's our aim is for every child to be interested and inquisitive in the world that we live in. Through teaching, this should **provide pupils with the confidence to ask questions** about our world; a passion to **investigate new ideas**; and a drive to interpret their findings, developing their understanding about both far-off places and those closer to home. Furthermore, we intend to extend children's knowledge through both independent study, high quality geographical teaching, and **by giving all children the opportunity to develop their geographical skills** to help them achieve this. **Our aim is to promote inclusivity through Geography by delivering high-quality teaching.** We will teach them to understand the connections between humans and the physical geography of the planet on which we live and how one can affect the other. They will have the **opportunities** to understand how their town, and the world around it, has changed over time and how technology and mankind has shaped this world to what it is today. We want our children to investigate the structure of our Earth and be able to understand the different cultures which inhabit the world round them. **We want to provide opportunities for the children to be advocates of positive change in the world in which we live; the generation who makes a difference.**

# Geography Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	<b>Our school</b> 	<b>Welton</b> 	<b>Drawing Maps</b> 	<b>Countries of the UK</b> 	<b>Famous Landmarks</b> 	<b>Oceans and Continents</b> 
Year 2	<b>Geographical skills and knowledge</b> 	<b>Lincoln</b> 	<b>Comparing Lincoln to Welton</b> 	<b>Climate</b> 	<b>Rainforests</b> 	<b>Comparing UK and Brazil</b> 
Year 3	<b>Geographical skills and knowledge</b> 	<b>Local study</b> 	<b>Directions and mapmaking</b> 	<b>Countries of Europe (European Study)</b> 	<b>Volcanoes and Earthquakes</b> 	
Year 4	<b>Geographical skills and knowledge</b> 	<b>Lincolnshire Towns</b> 	<b>Comparing Lincoln and London</b>  <b>Changing landscapes of Lincoln and London</b> 		<b>Europe</b> 	<b>Comparing locations (London/Athens)</b> 
Year 5	<b>Geography skills and locational knowledge</b> 	<b>Mountains</b> 	<b>South America</b> 	<b>Rivers (Amazon and Nile)</b> 		<b>Ordnance Survey maps</b> 
Year 6	<b>Geography skills and locational knowledge including time zones</b>    <b>(Focus on North America)</b>		<b>Rivers (North America)</b> 	<b>Waterways in World Wars</b> 	<b>UK Coasts</b> 	<b>Changes to Lincolnshire including Recap of OS Maps</b>  

# Core Concepts

## CONCEPT – investigating and interpreting geographical information

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, Geographical Information Systems

## CONCEPT –physical and human features

- Deep understanding of Earth's key physical and human processes
- Knowledge of diverse places, people, resources and natural and end human environments
- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

## CONCEPT - Changes over time

- Growing knowledge to deepen their understanding of interaction between physical and human processes and the formation and use of landscapes and environments
- Explain how the Earth's features at different scales are shaped, interconnected and change over time
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

## CONCEPT – geographical communication

- Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length

# Enquiry Questions and Concept Focus

## Concepts

## Enquiry Questions

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	<b>Our school</b> What is our school like and how has it changed? How does weather change?	<b>Welton</b> Where do we live? What are the key geographical features of Welton?	<b>Drawing maps</b> What features are in our school/village?	<b>Countries of the UK</b> How are the countries of the UK different?	<b>Famous landmarks</b> What features make up the UK's capital cities?	<b>Oceans and Continents</b> Where are the continents and oceans of the world located?
concept focus	Changes Over Time	Human and Physical	Geographical Communication	Investigating and Interpreting	Human and Physical	Investigating and Interpreting
Year 2	<b>Geographical skills and knowledge</b> What are the key countries and seas of the UK?	<b>Lincoln</b> What are the key geographical features of Lincoln?	<b>Comparing Lincoln and Welton</b> What are the human and physical similarities and differences between Lincoln and Welton?	<b>Climate</b> How does a country's location have an impact on its climate?	<b>Rainforests</b> How do humans impact the rainforest?	<b>Comparing UK and Brazil</b> What are the similarities and differences between the UK and Brazil?
concept focus	Investigating and Interpreting	Human and Physical	Human and Physical	Geographical Communication	Human and Physical	Changes Over Time
Year 3	<b>Geographical skills and knowledge</b> Where are the UK's major cities located?	<b>Local study</b> How has Welton developed over time? (Focus on housing development and population and the impact on the local area)	<b>Directions and mapmaking</b> How can OS symbols show the geography of where we live?	<b>Countries of Europe</b> How has Rome changed over time?	<b>Volcanoes and Earthquakes</b> How do volcanoes and earthquakes occur and what impact do they have on an area?  How do volcanoes and earthquakes occur and what impact do they have on an area?	
concept focus	Investigating and Interpreting	Changes Over Time	Geographical Communication	Investigating and Interpreting Changes over time	Human and Physical Investigating and Interpreting	
Year 4	<b>Geographical skills and knowledge</b> Which counties are near us?	<b>Lincolnshire Towns</b> How do the roles of settlements change	<b>Comparing Lincoln and London</b> What are the similarities between Lincoln and London?  <b>Changing landscapes</b> How has human geography affected the physical geography?		<b>Europe</b> What are some of the major cities in known European countries?	<b>Comparing locations</b> How does location change the geography of a capital city in Europe?

		depending on location?					
concept focus	Investigating and Interpreting	Human and Physical	Human and Physical Changes Over Time			Investigating and Interpreting	Changes Over Time Geographical Communication
Year 5	<b>Geography skills and locational knowledge</b> What is the significance of the lines of latitude and longitude?	<b>Mountains</b> Where are the world's tallest mountains located?	<b>South America</b> How does the Amazon River impact Brazil's way of life?		<b>Rivers</b> How are rivers created and what impact do they have on the environment?	<b>Ordnance Survey maps</b> How can OS symbols show the geography of where we live?	
	Investigating and Interpreting	Investigating and Interpreting	Changes Over Time Human and Physical		Changes Over Time Human and Physical	Geographical Communication	
Year 6	<b>Geography skills and locational knowledge including Time zones</b> What is the significance of the Time Zones on our population? <b>(Focus on North America)</b>		<b>Rivers (North America)</b> What are the significance of the Mississippi River and Death Valley?	<b>Waterways in World Wars</b> How were waterways utilised during the First and Second World War?	<b>UK Coasts</b> How has coastal erosion had an effect on the human and physical Geography of the UK?	<b>Changes to Lincolnshire Including Recap on OS Maps</b> How has Lincolnshire changed through the Agricultural and Industrial Revolutions and Wars compared to today?	
concept focus	Investigating and Interpreting	Investigating and Interpreting Human and Physical	Human and Physical	Geographical Communication Human and Physical	Human and Physical Changes Over Time	Changes Over Time Human and Physical Geographical Communication	

# Overview of Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret	<p>Name and locate 5 oceans and 7 continents.</p> <p>Name and locate 4 countries of the UK and their capitals.</p> <p>Weather and season changes.</p>	<p>Recap 5 oceans and 7 continents.</p> <p>Recap 4 countries and capitals of the UK and surrounding seas.</p> <p>Locate UK (including Lincolnshire) and Brazil on a map.</p> <p>Similarities between the UK and Brazil, including climates.</p> <p>Locate equator, north/south poles and discuss nearby climates.</p>	<p>Name and locate key countries of Europe.</p> <p>Roman → Norman link: Name and locate major cities and rivers of the UK.</p> <p>Carry out research to discover features of villages, towns, cities.</p> <p>Locate and name some of the world's most famous volcanoes and scenes of earthquakes.</p> <p>Recap equator and study significance of hemispheres.</p> <p>Use 4-figure grid references, index in an atlas and basic Ordnance Survey maps.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>	<p>Recap key European countries and locate their capitals.</p> <p>Locate Greece and Athens on a map.</p> <p>Recap key cities of the UK and locate at least 6 counties.</p> <p>Locate Lincoln and London on a map, including Thames and Witham.</p> <p>Recap location and significance of equator and hemispheres, then locate tropics.</p> <p>Locate some of the key towns around Lincolnshire</p>	<p>Recap continents and oceans, as well as equator and tropics, then locate circles and lines of latitude/longitude.</p> <p>Name and locate countries of South America.</p> <p>Label parts of a river then discuss importance with focus on Nile and Amazon.</p> <p>Name and locate many of the world's famous mountainous regions in an atlas.</p> <p>Describe localities using atlas skills and photographs.</p> <p>Use Ordnance Survey symbols and 6 figure grid references.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>	<p>Recap countries/capitals of UK and key rivers/coasts.</p> <p>Recap oceans and continents, alongside equator, tropics, circles, latitude and longitude before exploring significance of time zones.</p> <p>Name and locate countries in North and Central America major cities/capital cities and rivers – Mississippi.</p> <p>Use maps to study Ordnance Survey symbols, 6 figure grid references and answer relevant questions.</p> <p>Can collect and accurately measure information e.g. rainfall, temperature.</p>
Changes over time	<p>Changes of the school and village over time.</p> <p>Growth of Welton and Lincoln.</p>	<p>Positive and negative changes to UK and Brazil over time.</p> <p>Effects of changes on Lincolnshire's landscapes including revolutions.</p>	<p>Settlements causing landscape changes.</p> <p>Impact and effects that volcanoes and earthquakes have on a location.</p>	<p>Lincoln v London – how have they changed over time and why?</p> <p>Effect of growing populations and different population densities on locations.</p>	<p>Rivers' effects on landscape. Nile and Amazon.</p>	<p>Industrial and Agricultural Revolution and World Wars' effects on Lincolnshire.</p> <p>Settlements of North America.</p>

			Impact of housing developments on the local area.			Coastal changes and impact on settlements.
physical and human	<p>Characteristics of the 4 countries of the UK.</p> <p>Fieldwork of local area (school grounds and village)</p> <p>Difference between village, town and city.</p>	<p>Characteristics of the 4 countries of the UK.</p> <p>Similarities and differences between UK and Brazil.</p> <p>To recognise the human and physical characteristics and uses of a rainforest</p>	<p>Volcanoes and Earthquakes – Romans/Pompeii/ Vesuvius</p>	<p>Lincoln v London human and physical.</p> <p>London v Athens human and physical</p> <p>Lincoln v London</p> <p>How has the river changed the landscape?</p> <p>How have humans changed the landscape?</p> <p>Water Cycle (taught through Science)</p>	<p>Use of rivers – economic, trade, distribution of resources.</p> <p>Name parts of the river and its journey.</p> <p>Key mountainous areas.</p> <p>The water cycle and its effects on the environment.</p>	<p>Use of rivers through the wars – economic, trade links, distribution of resources and natural resources.</p> <p>Changes to local area through revolutions and wars – physical and human and effects of this.</p> <p>Changes to coastal environments due to weathering</p>
geographical communication	<p>Use of maps and globes to locate oceans and continents.</p> <p>Range of photographs to study landmarks.</p> <p>Drawing simple maps.</p> <p>Explain where they live, address, what makes a village etc...</p> <p>Think about what they like and dislike about places.</p>	<p>Use of maps and globes to locate oceans and continents.</p> <p>Range of photographs to study landmarks.</p> <p>Drawing maps.</p> <p>Explain what they like/dislike an area and why thinking about the effects on people, habitats, etc.</p> <p>Compare the climates of different places.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe how volcanoes and earthquakes are created and the effect they can have.</p> <p>Use 8-point compass.</p> <p>Use 4 – figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use 8-point compass.</p> <p>Use 6 – figure grid references.</p> <p>Explain why people choose to settle where they do, drawing on features and changes over time.</p> <p>Explain the water cycle (taught through science)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Communicate how the industrial and agricultural revolution and World wars affected the country.</p> <p>Use 8-point compass.</p> <p>Use 6 – figure grid references.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Explain how rivers/coasts were used in the wars.</p> <p>Explain the impact of revolutions on Lincolnshire.</p>



# Fieldwork Progression

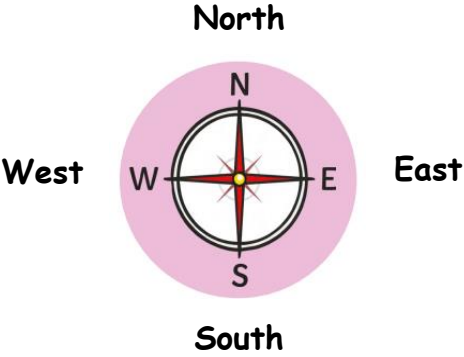
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Map work	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; devise a simple map and use and construct basic symbols in a key.  Use world maps, atlases and globes to identify the countries of UK, continents and oceans.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied.  Draw simple maps of local area with some basic Ordnance Survey symbols.  Read 4-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied.  Read 6-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of South America and describe features studied.  Draw simple maps of local area with Ordnance Survey symbols.  Read 6-figure grid-references.	Use maps, atlases, globes and digital mapping to locate countries of North and Central America and describe features studied.  Draw simple maps of local area with Ordnance Survey symbols.  Read 6-figure grid-references.
Location	School grounds and Welton village	School grounds and Welton village	Welton and Lincoln	Lincoln and Lincolnshire	Lincolnshire	Lincolnshire
Independence	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Criteria for the fieldwork will be given.	Design of own fieldwork within the scope given.	Design of own fieldwork within the scope given.
Recording	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Pupil sketch maps.	Class discussion over outcomes, summary recorded with photos with/by the teacher. Graphs by pupils.	Children recording results of fieldwork in books independently following modelling.	Children recording results of fieldwork in books independently following modelling.
Activity	Comparative location data gathering in school grounds and village.  Photographs.	Sketching and map symbols.  Data gathering.	Annotated sketch map of an area.  Population study – how many people visit a certain area in different locations e.g. town and city.	Observation and measurement of data – population density.	Sketch map of area with explanation.  Measurement and comparison activity.	Interviews and surveys of residence.

Knowledge Organisers

The UK

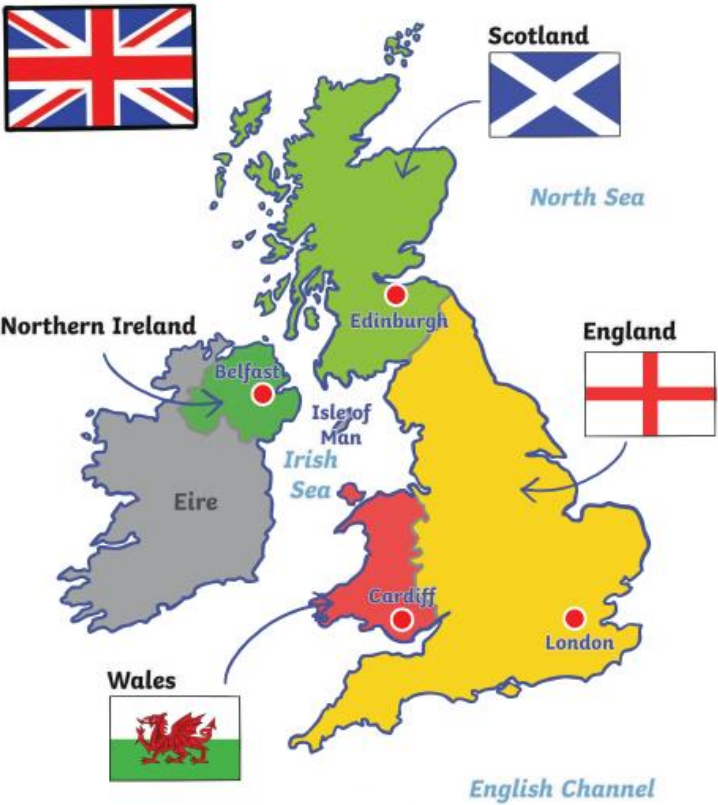
Key Vocabulary

Map	A specifically drawn picture of a place from above.
Symbol	A picture that represents a word or group of words. They are used on maps to make things clear and easy to find.
Bird's eye view	a view from a high angle as if seen by a bird in flight.



Key Vocabulary

Country	An area of land where people live under the same government.
Capital City	A city from where the government of the country works from.
Sea	A body of salt water that is a small part of an ocean.



Buildings in the local area

Welton St Mary's Church



Welton St Mary's School



Welton Shops






# Geography Year 1

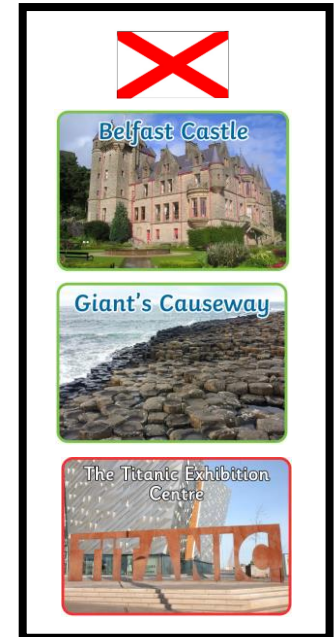
## Famous Landmarks

### Key Vocabulary

<b>Landmark</b>	an object or feature of a landscape or town that is easily seen and recognized from a distance
<b>City</b>	A large human settlement.
<b>Town</b>	A medium size human settlement.
<b>Village</b>	A small human settlement.
<b>Feature</b>	A different quality that makes up a place.

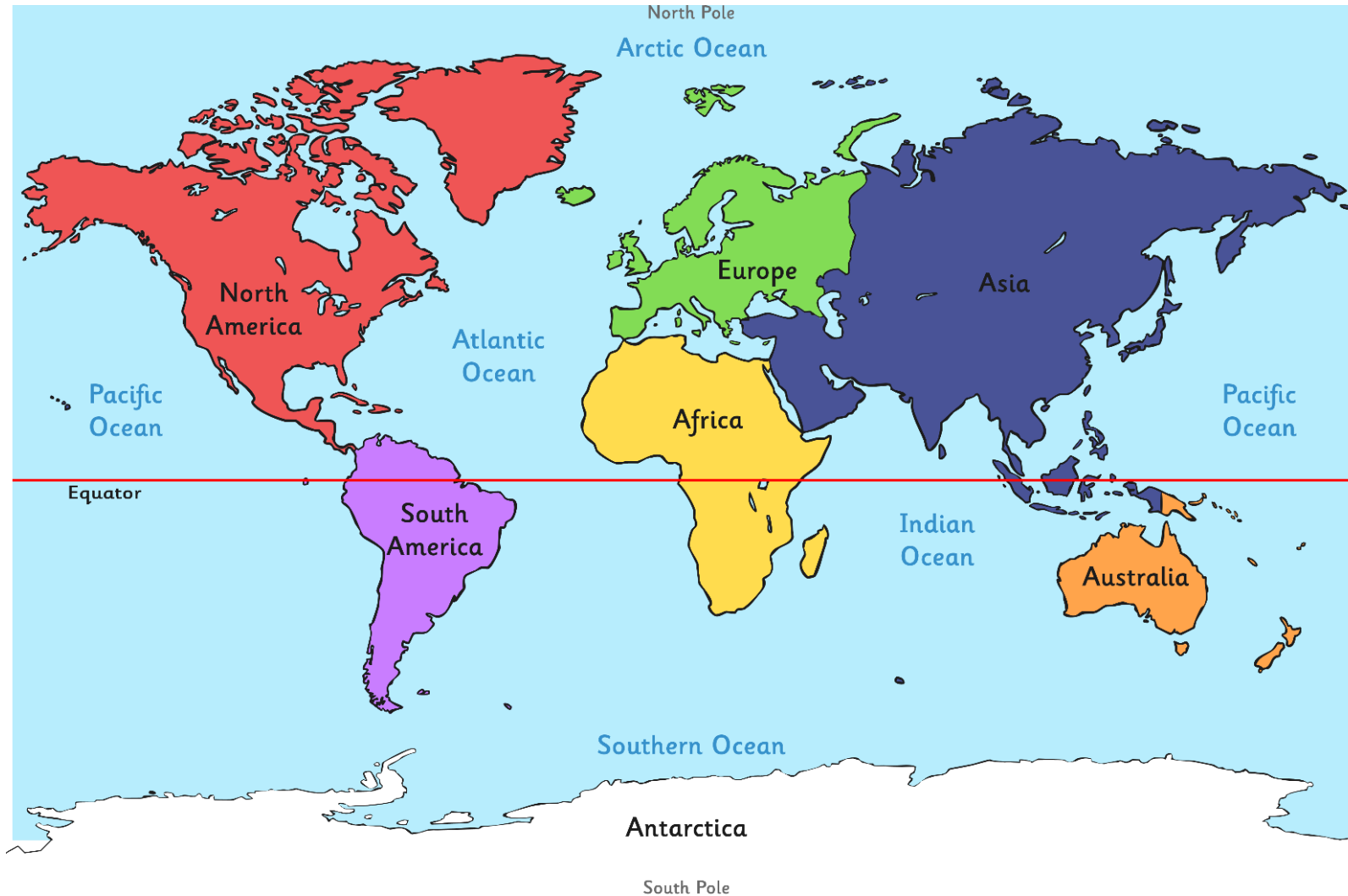
### Features

<b>City</b>		<ul style="list-style-type: none"> <li>Universities</li> <li>Sports Stadiums</li> <li>Cathedral</li> <li>Many shops</li> <li>Many restaurants</li> <li>Many houses</li> <li>Flats</li> <li>Schools</li> <li>Hospitals</li> <li>Places of worship</li> </ul>
<b>Town</b>		<ul style="list-style-type: none"> <li>Schools</li> <li>Train stations</li> <li>Shops</li> <li>Houses</li> <li>Hospital</li> </ul>
<b>Village</b>		<ul style="list-style-type: none"> <li>Post office</li> <li>Small shop</li> <li>Some houses</li> <li>Church</li> </ul>



# Geography Year 1

## Continents and Oceans



### Key Vocabulary

Continent	A large solid area of land. Earth has <b>7</b> continents
Ocean	A very large body of salt water. Earth has <b>5</b> oceans

### The 7 continents

Asia
Africa
North America
South America
Antarctica
Europe
Australia

### The 5 oceans

Pacific
Atlantic
Indian
Southern
Arctic



Geographical Knowledge – What are the key countries and seas of the UK?

Year 1 Retrieval – Where are the continents and the oceans of the world located?



Key Vocabulary	
Country	An area of land where people live under the same government.
Capital City	A city from where the government of the country works from.
Sea	A body of salt water that is a small part of an ocean.

Capital City	Landmarks
London	Big Ben, London Eye, Tower of London, Buckingham Palace
Belfast	Giant's Causeway, Titanic Museum, Belfast Castle
Edinburgh	Arthur's Seat, Forth Bridge, Edinburgh Castle
Cardiff	Cardiff Bay, Wales Millenium Centre, Cardiff Castle

Country	Characteristics
England	Flat land and the River Thames
Northern Ireland	Coastline, Sperrin mountains and the River Erne
Scotland	Southern lowlands and northern highlands where the highest peak, Ben Nevis, is situated
Wales	Three national parks, valleys in the south and ranges of hills and mountains in mid and north Wales.



Welton and Lincoln – What key geographical features define Lincoln and Welton?

Key Vocabulary	
county	how the country is divided up into areas and governed
city	The largest type of settlement containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
town	Larger than a village but smaller than a city, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre
village	Usually smaller than a town but will have houses, and may have a primary school, a few shops, a Post Office and a village hall.
feature	A unique characteristic
Physical feature	Formed naturally <ul style="list-style-type: none"><li>- coast</li><li>- forest</li><li>- hill</li><li>- mountain</li><li>- river</li></ul>
Human feature	Things that <b>people</b> have built. <ul style="list-style-type: none"><li>- factory</li><li>- farm</li><li>- house</li><li>- office</li><li>- shop</li></ul>



Key Information			
Place	Settlement Type	Physical Features	Human Features
Welton	village	beck fields park*	shops houses <b>church</b> school post office <b>well</b> park*
Gainsborough	town	river fields parks*	shops market houses schools churches railway station parks*
Lincoln	city	river fields parks*	<b>Steep Hill</b> Shops offices hospital <b>university</b> many houses schools churches <b>castle</b> <b>cathedral</b> parks*

## Rainforests – How do humans use the rainforest?

### Comparing UK and Brazil – What are the similarities and differences between the UK and Brazil?

#### Key Vocabulary



Rainforests are very dense, warm, wet forests.

#### How do humans use the rainforest?

Rainforest provides habitats to over half of the world's animals and plants.

Biodiversity is the rich variety of life on earth. Everything is dependent on everything else.

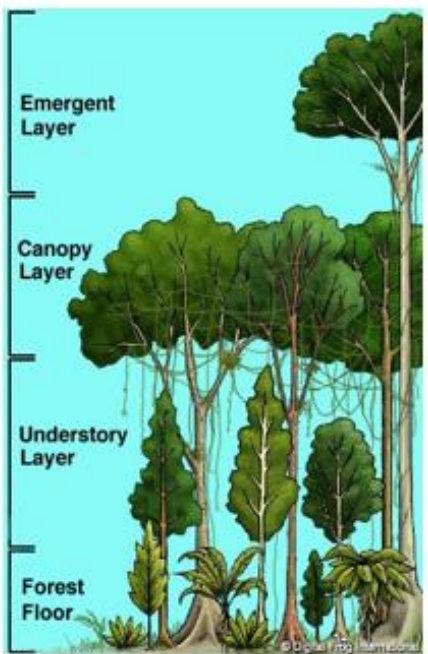
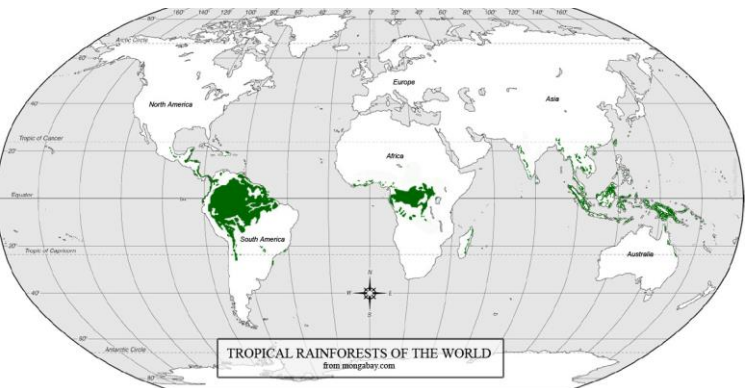
The plants of the rainforest provide 20% of the Earth's oxygen.

Around 60 million indigenous (tribal) people still live in the world's rainforests and depend on it for their livelihoods.

The rainforest provides many job opportunities.

A quarter of modern medicines contain ingredients derived from rainforest plants.

Food such as pineapples, potatoes, chocolate and coffee come from the rainforests (so do rice, lots of different nuts and spices).



#### Comparing the UK and Brazil



Continent – Europe

Continent – South America

Capital city – London

Capital city – Brasilia

Climate



Climate



and



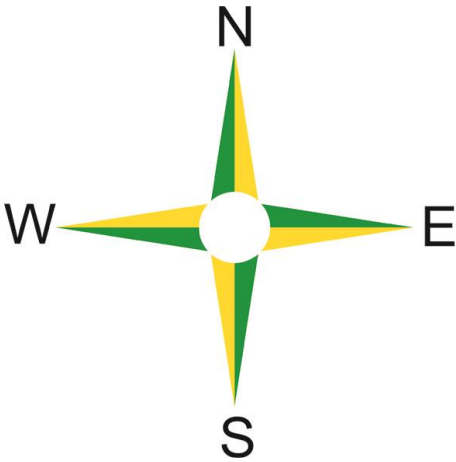


World Climates – How does a country’s location have an impact on its climate?

Key Vocabulary





climate	A pattern of weather that occurs over a long period of time such as years or centuries across a large area.
Equator	Equator is an invisible line that runs around the centre of the Earth halfway between the North and South Poles.
North Pole	The northernmost point of the Earth.
South Pole	The southernmost point of the Earth.
hot places	A place is usually hot if it is near the Equator.
cold places	A place is usually cold if it is near the North or South Pole.
compass	A compass is a tool for finding direction.

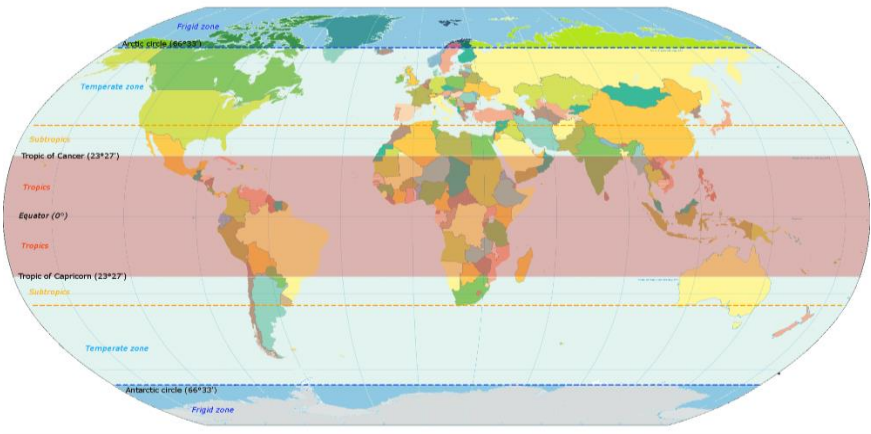
Compass Directions



forwards	backwards	rotate	direction
left	right	far	near

Types of Climate

Climate	Vocabulary	Example
Desert 	Hot Drought Dry	Sahara Desert Africa Egypt
Temperate 	Warm Mild Damp Mixed weather depending on seasons	UK France New Zealand USA
Tropical 	Hot Humid Rainy Near Equator	Amazon Rainforest Brazil
Polar 	Cold Wet Icy North Pole South Pole	Russia Finland



# Geography Year 3

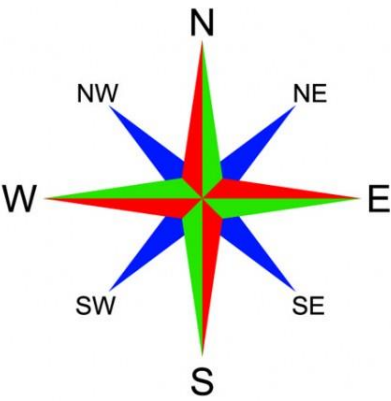
## Locational Knowledge

### Key Vocabulary

country	A country is a large area of land where people live under the same government or have the same culture; nation.
Continent	A continent is a large solid area of land containing many countries. Our Earth has 7.
capital city	A capital city is the settlement that holds primary status in that country.
settlement	A settlement is a place where humans have built houses to form a hamlet, village, town or city.
Ordnance Survey	This is the mapping system used in the UK which includes symbols to identify key places.
compass	A compass is a tool which helps people to find a certain direction by always pointing towards magnetic north.

### Compass Points

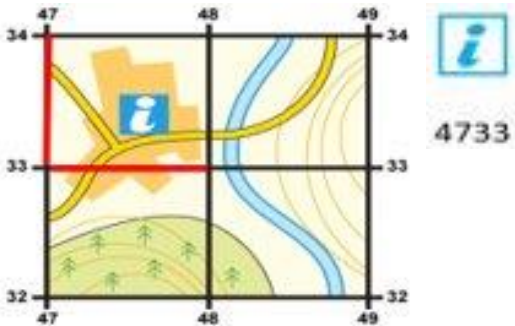
N	North
NE	North East
E	East
SE	South East
S	South
SW	South West
W	West
NW	North West



### Map of Europe



### Four Figure Grid References



### Basic OS Symbols

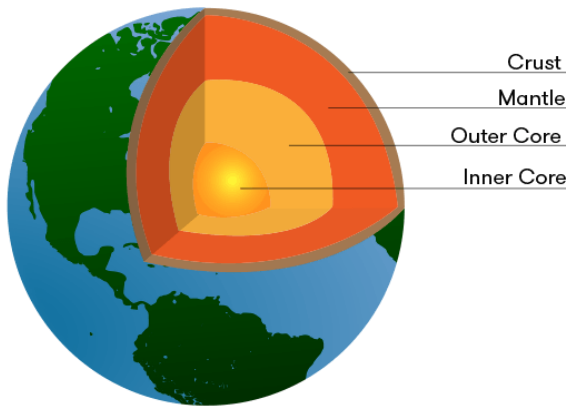
School <b>Sch</b>	Cycle Path 	Parking <b>P</b>
River 	Forest 	Footpath 
Building 	Place of Worship <b>+</b>	Post Office <b>PO</b>

## Earthquakes

### Key Vocabulary

<b>Crust</b>	The thin shell on the outside of the Earth.
<b>Mantle</b>	The layer of the Earth between the crust and the core.
<b>Outer core</b>	Fluid layer that contains iron. When it flows it generates the magnetic field.
<b>Inner core</b>	The solid layer located at the centre of the Earth.
<b>Earthquake</b>	A shaking and vibration at the surface of the earth resulting in underground movement.
<b>Tectonic Plates</b>	The dozen or so plates that make up the surface of the Earth.
<b>Boundaries</b>	The line which marks the limits of an area.
<b>Richter scale</b>	The scale on which the magnitude of the Earthquake is measured on.
<b>Seismic waves</b>	The vibrations of the Earth and its crust during an earthquake.
<b>Divergent Plate</b>	Two plates moving away from one another and creating a trench in between.
<b>Transform Plate</b>	Two plates that move alongside each other and often rub together.
<b>Convergent Plate</b>	Two plates that move towards each other, where one gets pushed underneath the other.

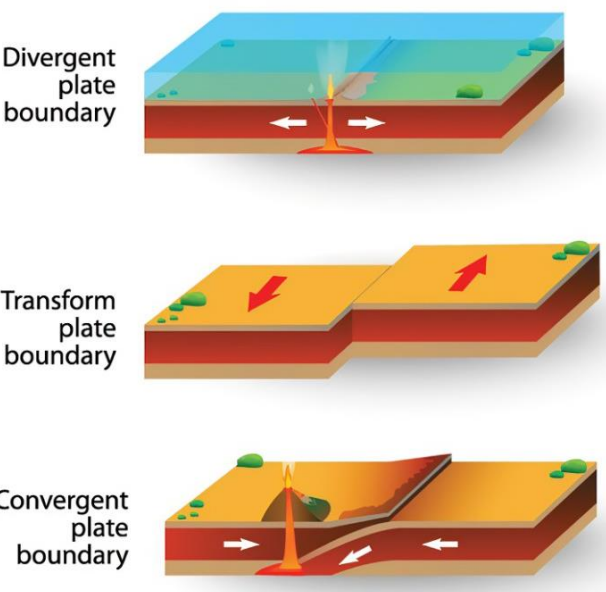
### Layers of the Earth



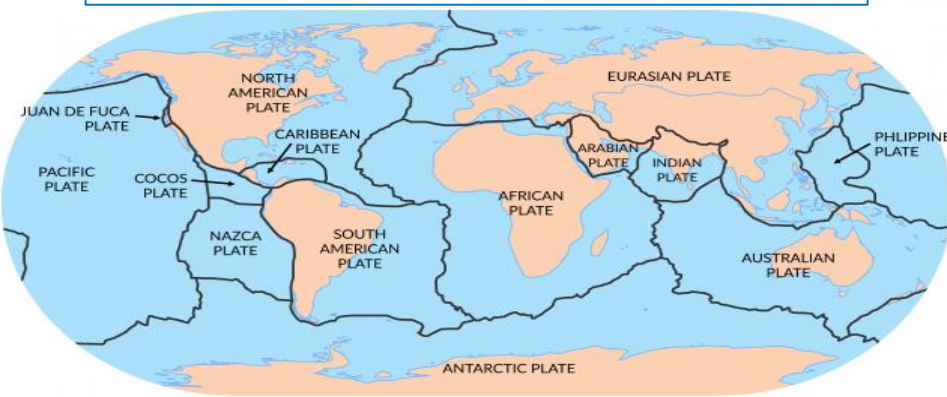
### Key Information

- Earth's plates move and cause shaking and vibrations.
- Earthquakes happen on plate boundaries.
- They happen when tension is released inside the crust.
- Plates move and sometimes get stuck
- This forms pressure and earthquakes happen when it is released.

### Types of Plate Movement



### Tectonic Plates



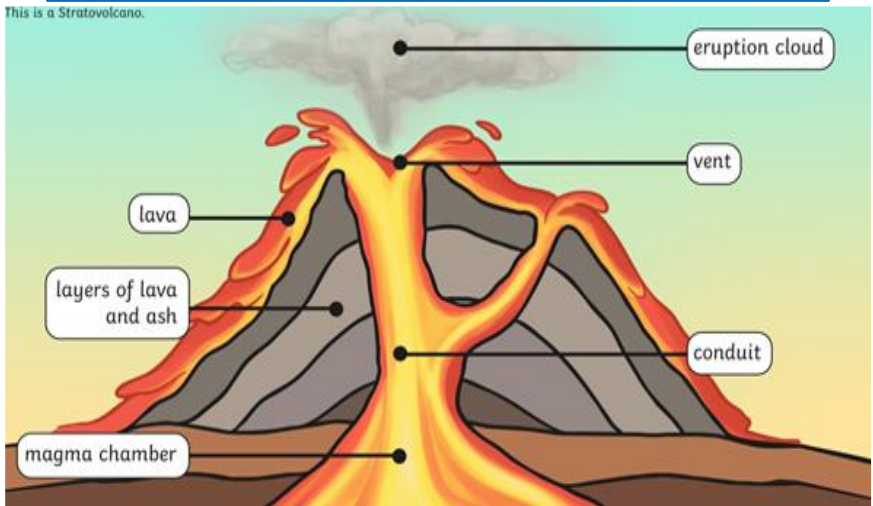


Volcanoes

Key Vocabulary

Active volcano	A volcano that is erupting or likely to erupt
Dormant volcano	A ‘sleeping volcano’. It is a volcano that has not erupted for a while but could in the future
Extinct volcano	A volcano that will no longer erupt
Magma chamber	A large pool of magma under the earth
Lava	Magma that has reached the surface and come out of the volcano
Magma	Extremely hot molten rock under the earths surface
Conduit	A channel taking magma up the volcano
Vent	The opening of a volcano
Crater	The large hollow area inside a volcano
Eruption cloud	A cloud of volcanic ashes
Eruption	When magma from beneath the surface explodes out of the volcano like magma.

Features of a Volcano



The Ring of Fire is a horseshoe-shaped area around the Pacific Ocean made up of around 75% of the world’s volcanoes.



World Volcanoes

Volcano	Location
Mount St Helens	USA
Krakatoa	Indonesia
Mount Vesuvius	Italy
Mount Etna	Italy
Mount Fiji	Japan

In 79CE, the city of Pompeii was completely covered in ash when the nearby volcano **Mount Vesuvius** erupted.

# Geography Year 4

## UK Geography

Vocabulary	Definitions
county	A division of a state or country for local government.
country	A land controlled by a single government.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
population	The number of people living in a particular place.
village	A village is usually the smallest type of human settlement, other than a hamlet.
town	A town is a settlement that is larger than a village but smaller than a city.
city	A city is the largest type of human settlement.

### How do cities change over time?

- Increased population.
- More buildings, less open spaces (greater human than physical geography)
- Higher levels of pollution.
- Shortages in medicines, food, jobs, etc...
- More shops, restaurants and tourist locations opening.
- More vehicles on the roads.
- Cities/villages/towns generally expanding.



Rivers of the UK

Lincoln	London
Population: 98,000 (approx) More Rural	Population: 8.98 million (approx) More Urban
Transport: Bus Station and Train Station	Transport: Five Airports, 334 Train Stations and an Underground Subway
Landmarks: Cathedral, Castle, Bomber Command Centre, etc...	Landmarks: Big Ben, Houses of Parliament, Buckingham Palace, London Eye, etc...
Open Spaces: Boutham, Hartsholme, Whisby, etc...	Open Spaces: St James' Park, Regent's Park, Hyde Park, etc...



Map of English Counties (Y4 Specifics)



Settlements

How have settlements expanded?

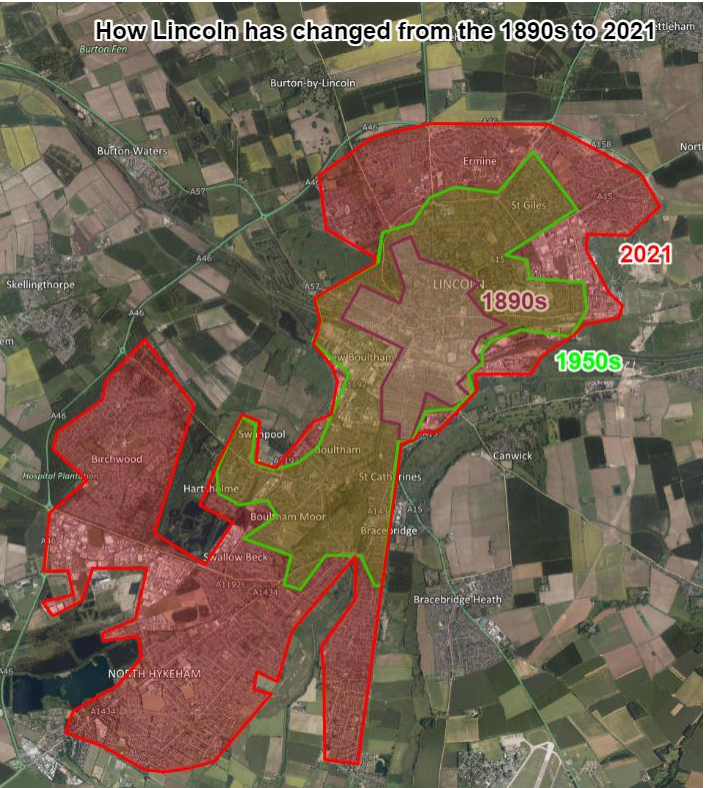
- Early settlements were often built around rivers as they were a vital part of life.
- Cities have grown from these early settlements and spread outwards.
- Due to technological advances, cities no longer need to be built near rivers.
- Smaller towns and villages are starting to spread and combine due to the increased numbers of houses being built.

Lincolnshire

Lincolnshire is the name of the county in which Lincoln and Welton are located. The county is also made up of lots of other towns and villages, some of which can be seen in this map.



Vocabulary	Definitions
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
population density	The number of people in a specific area. (A way of telling how crowded an area is)
suburbs	A smaller settlement on the outskirts of a larger city.
county	The name given to a region of a country used for a specific purpose, e.g. administrative or political
settlement	A group of houses that combine to create a community, e.g. hamlet, village, town or city.



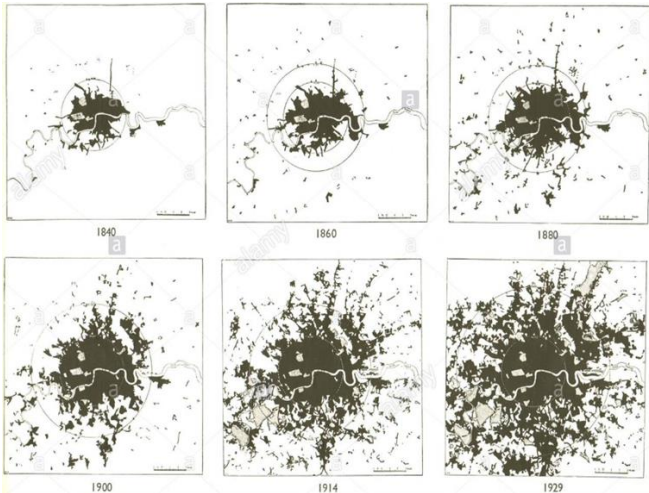
Type of Town	Example
Market Town	Market Rasen
Port Town	Grimsby
Industrial Town	Scunthorpe
Seaside Resort	Skegness

Lincoln

The city has expanded outwards from the centre, especially towards the south. Suburbs have appeared like North Hykeham and Birchwood due to improved transport and technology. Housing has increased the number of flats due to the University and family housing is greater in the suburbs.

London

The city has expanded outwards from the centre in all directions and built below the River Thames. People can travel across London quicker due to the Underground so there are lots of boroughs within London. Tourism has seen an increase in the number of visitors and meant costs have increased. Housing improved after events like the Great Fire of London and World Wars because a lot needed rebuilding.



# Geography Year 4

## Europe

Vocabulary	Definitions
county	A division of a state or country for local government.
country	A land controlled by a single government.
continent	One of 7 areas of land containing many countries separated by water.
urban	A large built-up area where people live and work.
rural	An area that is not a town or city, generally used for farming.
hemisphere	The world is split up into two hemispheres either side of the equator.
Tropic of Capricorn	Invisible southern line where the sun can still be directly overhead.
Tropic of Cancer	Invisible northern line where the sun can still be directly overhead.



### Equator and Tropics



### Some of the Countries of Europe and their Capital Cities

Country of Europe	Capital City
Austria	Vienna
Belgium	Brussels
Czech Republic	Prague
Denmark	Copenhagen
England	London
Finland	Helsinki
France	Paris
Germany	Berlin
Greece	Athens
Ireland (Republic of)	Dublin
Italy	Rome
Netherlands	Amsterdam
Northern Ireland	Belfast
Norway	Oslo
Poland	Warsaw
Portugal	Lisbon
Russia	Moscow
Scotland	Edinburgh
Spain	Madrid
Sweden	Stockholm
Ukraine	Kiev
Wales	Cardiff

### European Study: Athens/London Capital City Comparison

	London	Athens
Location	United Kingdom, Europe	Greece, Europe
Population	Approx: 9,320,000	Approx: 3,153,000
Area	1,572 km <sup>2</sup>	38.96 km <sup>2</sup>
Temperature	Average monthly low/high: 5°C/19°C	Average monthly low/high: 10°C/29°C
Rainfall	Average monthly low/high: 35mm/71mm	Average monthly low/high: 6mm/98mm
Average Land Height	11m	20m
Average Annual Wage	£39,700	€9,840 (£8,272)

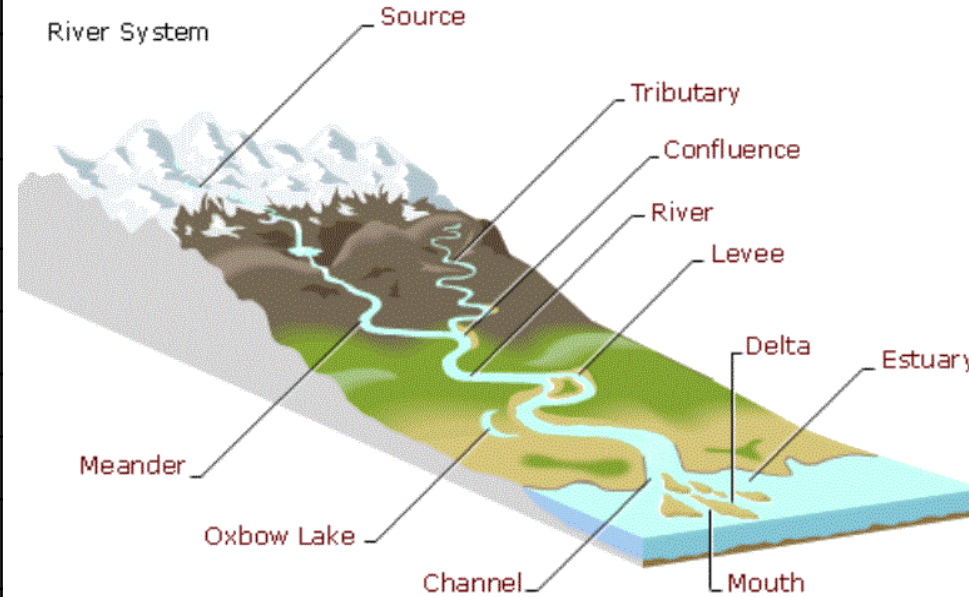


## Key Vocabulary

<b>river</b>	a flowing, moving stream of water
<b>stream</b>	a small, fast flow of water
<b>source</b>	where a river begins its journey
<b>channel</b>	the path of a river
<b>tributary</b>	a small river or stream that meets a large river
<b>mouth</b>	where the river enters the sea
<b>confluence</b>	where two rivers meet
<b>meander</b>	a winding bend in the river
<b>estuary</b>	the last section of the river before the sea
<b>erosion</b>	the wearing away by water and rocks constantly rubbing
<b>deposition</b>	a river drops the sediment or material that it is carrying such as sand, mud and small stones or sticks.
<b>flood plain</b>	flat land close to the river banks. it is a fertile area of land used for growing crops
<b>delta</b>	wetlands that form as rivers empty their water and sediment into another body of water.
<b>oxbow lake</b>	a U-shaped lake that forms when a wide meander of a river is cut off, creating a free-standing body of water
<b>waterfall</b>	a point in a river or stream where water flows over a vertical drop

## The Journey of a River & The River Nile

### The journey of a river



### The Nile Facts

- 6,650 km long
- Longest river in the World
- White Nile and Blue Nile
- Source- White Nile Lake Victoria Uganda  
Blue Nile Lake Tana in Ethiopia
- Two rivers meet at Sudanese capital of Khartoum
- Mouth is a delta at the Mediterranean Sea
- Flows through or borders 10 countries.

## The River Nile





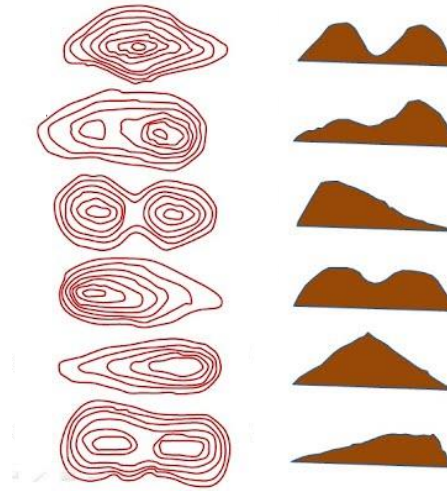
## Maps and Ordnance Survey Symbols

### Key Vocabulary

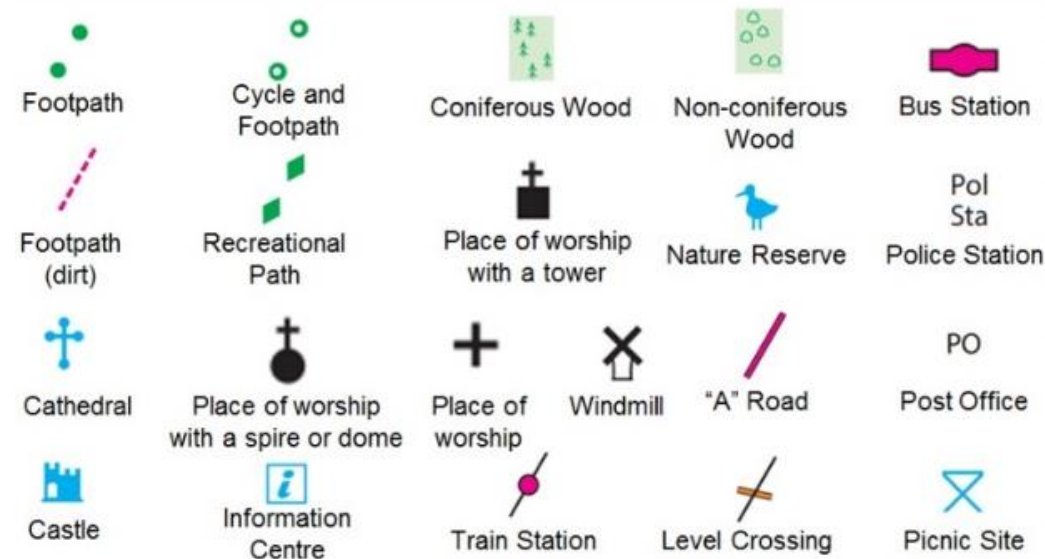
<b>Ordnance Survey Map</b>	Detailed maps of Great Britain where each square represents 1km squared (1km <sup>2</sup> ).
<b>scale</b>	The relationship between the real size of something and its size on a map.
<b>route</b>	Away taken to get from one place to another.
<b>distance</b>	The length between two points.
<b>direction</b>	A course along which someone moves.
<b>compass</b>	An instrument containing a magnetized pointer which shows the direction of magnetic north
<b>bearing</b>	The direction towards which you are headed as shown on a compass.
<b>orienting</b>	Align or position (something) relative to the points of a compass or other specified position.
<b>orientation</b>	The action of orienting (turning someone or something) relative to the points of a compass or other specified position.
<b>eastings</b>	The numbers used in a grid reference that run west to east.
<b>Northings</b>	The numbers used in a grid reference that run south to north.
<b>Grid reference</b>	The numbered squares on a map used to locate a place.
<b>symbols</b>	Small pictures, letters or lines that represent a feature.

### Contour Lines

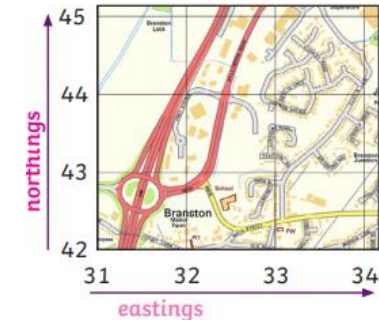
These are lines on a map which show the elevation of an area. A more mountainous region will have lots of lines closer together. The shapes created by the lines get smaller as they reach the peak.



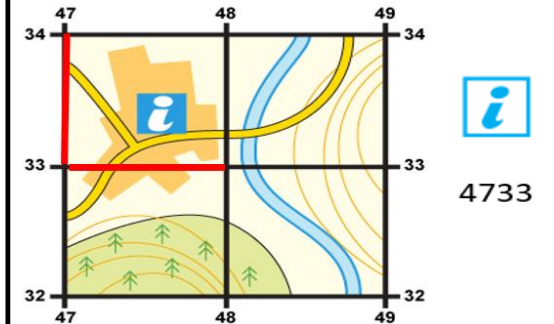
### Ordnance Survey Symbols



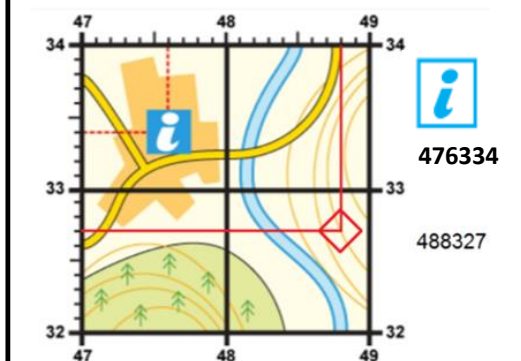
### Grid references



Four figure grid reference:



Six figure grid reference:



# Geography Year 5

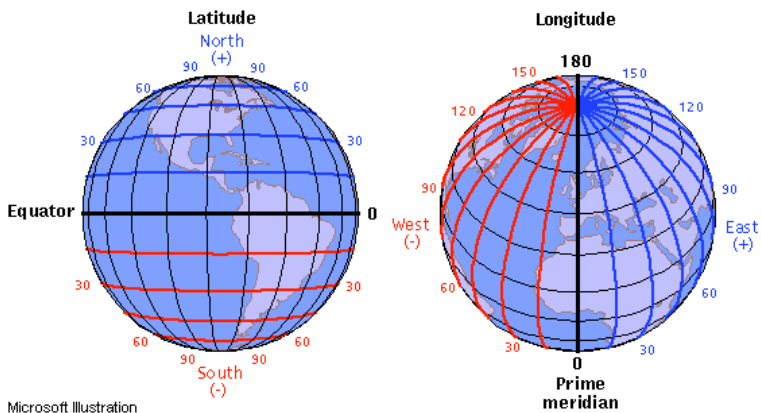
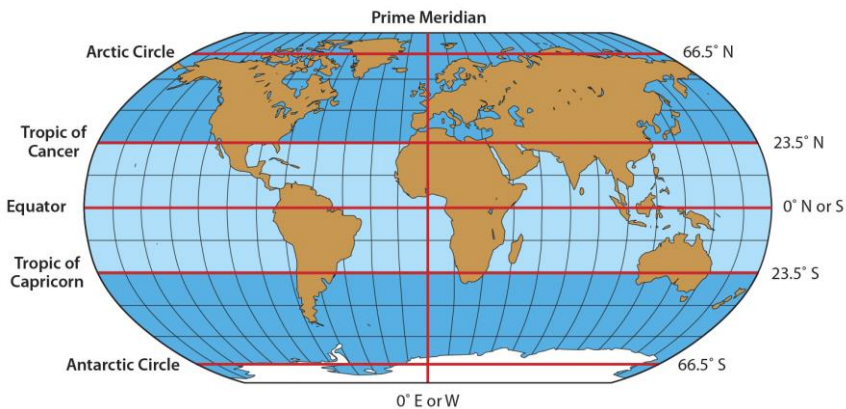
## Key Vocabulary

<b>latitude</b>	the distance on the earth's surface, north or south of the Equator, expressed in angular measurements from 0° at the Equator to 90°.
<b>longitude</b>	the angular distance of a place east or west of the Greenwich Meridian.
<b>equator</b>	an imaginary circle around Earth. It divides the Earth into two equal parts.
<b>hemisphere</b>	a half of the Earth.
<b>mountain</b>	a landform that rises at least 300 meters or more above its surrounding area.
<b>mountain range</b>	A mountain range is a series or chain of mountains that are close together.
<b>elevation</b>	height above sea level
<b>summit</b>	the highest point of a mountain

## Mountains of the World

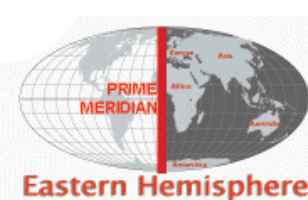
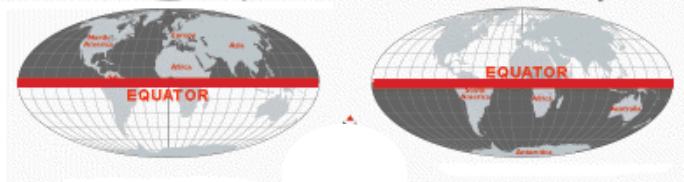
Mountain	Location	Height	Range
Everest	Asia	8,849m	Himalayas
Aconcagua	South America	6,962m	Andes
Denali	North America	6,190m	Alaska
Kilimanjaro	Africa	5,895m	N/A
Mt Elbus	Europe	5,642m	Caucasus
Kosciuszko	Australasia	2,228m	Snowy
Mt Vinson	Antarctica	4,893m	Sentinel

## The World



Microsoft Illustration

## Northern Hemisphere Southern Hemisphere



## South America



## South America & The Amazon River

### South America

#### Key Facts

- Fourth largest continent.
- Located in the Southern Hemisphere.
- Surrounded by the Pacific and Atlantic oceans.
- 12 countries in South America.
- Population is approximately 428 million.
- Tropical climate.



#### Natural Wonders (physical features)

Amazon rainforest	Largest tropical rainforest in the world. Home to thousands of animals and plants.
Amazon River	6,436 km long.
The Andes	World's longest mountain chain.
Atacama Desert	Driest desert in the world 600miles long.
Cape Horn	Rocky land where the Pacific and Atlantic oceans meet.

### The Amazon River

#### Key Facts

- 6,436 km long.
- Second longest river in the World.
- Largest River in the World by Volume.
- Flows through 6 countries.
- Source is in the Andes.
- Mouth is at the Atlantic Ocean in Brazil.

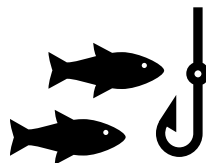
#### Important uses



Transport



Agriculture



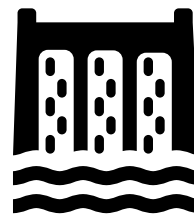
Food



Water



Trade



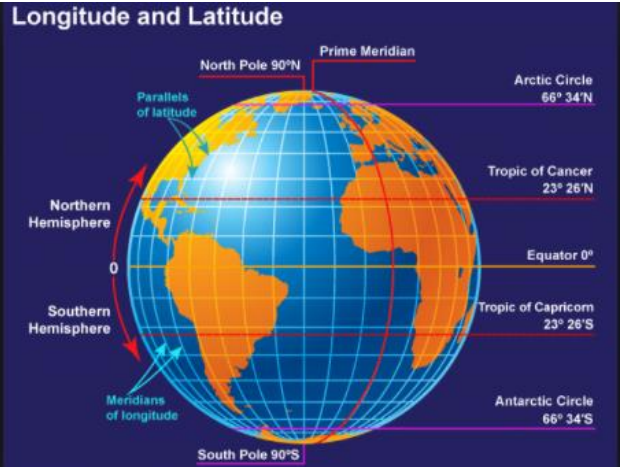
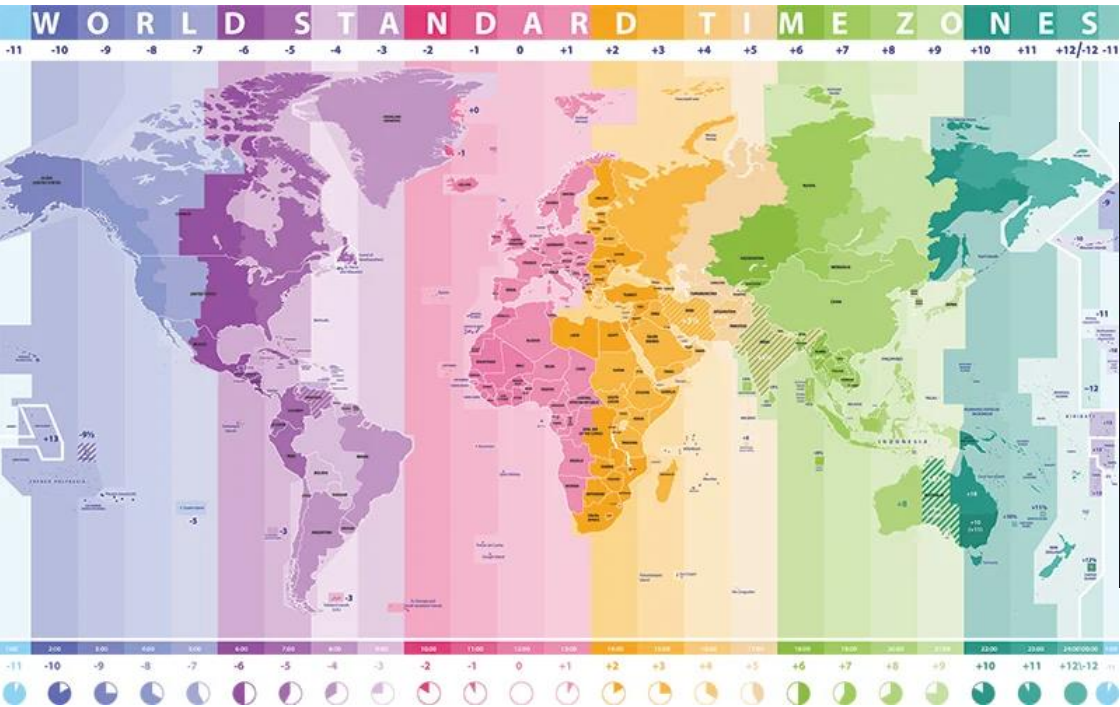
Power



# Geography Year 6

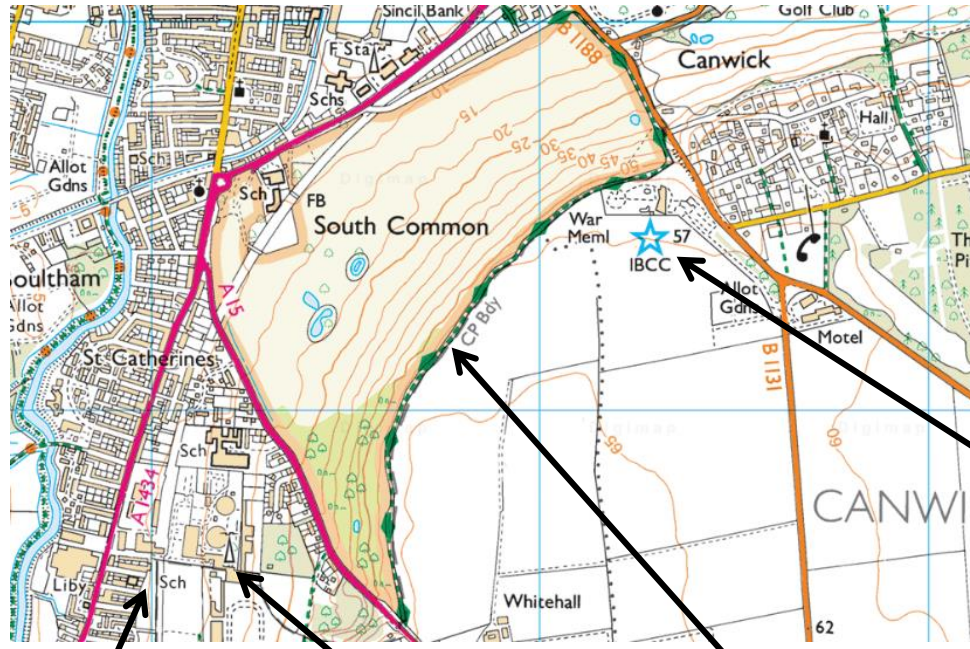
## The World

Overview	Key Vocabulary	
There are 24 different time zones around the world.	<b>Greenwich Meridian</b>	AKA Prime. Runs down centre of earth, N to S with longitude of 0°.
Most of these are separated by an hours difference.	<b>(Ant)arctic Circle</b>	Latitude lines around North (Arctic)& South (Antarctic) poles
There are 9 different time zones in the USA.	<b>Time Zones</b>	The local time of an area which is determined by how far away from the Greenwich Meridian it is.
The main three countries that make up North America are USA, Canada and Mexico.	<b>Urbanisation</b>	The increased percentage of people living in an urbanised area in comparison to a rural area.
However, there are many smaller mainland and island countries (often refereed to as the region of Central America)	<b>Migration</b>	When referring to humans, the idea of moving from one area to another with the intention of settling in that area.



## Geographical Communication and the Geography of Lincolnshire

### Example of OS Symbols and Contour Lines



School

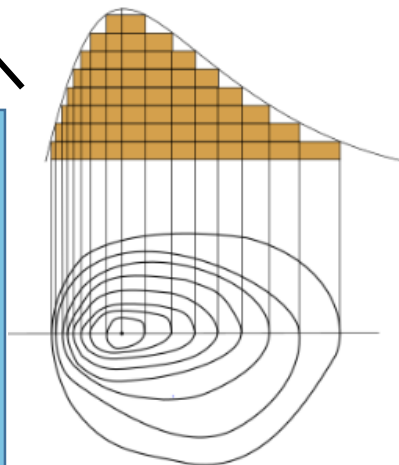
Mast

Other Tourist Destination  
(International Bomber Command Centre)

### Contour lines

Contour lines show the **height** and **relief (shape)** of land. Hills, slopes and mountains are represented on a map using contour lines. By studying the contour lines you can work out lots about the surrounding terrain including gradients of hills, valleys and steepness of climbs. On most OS maps the lines are drawn every 10m.

**The steeper the slope the closer together the contour lines are.**



### Overview of Lincolnshire

- Lincolnshire is the second largest English county, behind North Yorkshire.
- Despite its relatively large physical area, it has a comparatively small population (low population density).
- The Greenwich Meridian runs through the county.
- Lincolnshire is a flat county lending itself to agriculture and to runways and airstrips. The RAF created many bases there.
- Lincolnshire has a coastline on the east coast.
- Population of approximately  $\frac{3}{4}$  of a million (755,833 as of 2018).
- The opening of the University of Lincoln in 1996 has contributed to the increase in population.

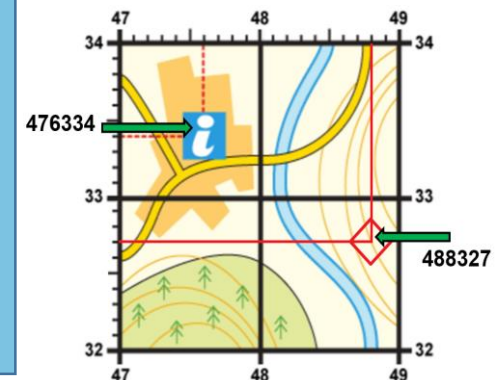


### OS Map Symbols

Ordnance Survey symbols can be small pictures, letters, lines or areas to show specific features of a certain location. There will usually be a key alongside the map to help recognise these key area. Examples of some of the different symbols you can see are in the table above, whereas examples of the symbols on the map can be seen to the right.

(See Year 5 Knowledge Organiser for symbols)

### 6 figure grid references





Rivers and Coasts

Key Vocabulary

<b>Mouth</b>	Where a river flows into sea.
<b>Source</b>	Where a river originates.
<b>Tributary</b>	Stream/River that flows into larger river.
<b>Estuary</b>	Wide part of a river where it joins the sea. Different to mouth as it's tidal.
<b>Delta</b>	Area of low land. River splits into branches before entering sea.
<b>Confluence</b>	The point at which another river (tributary) joins a main river.
<b>Meander</b>	A large bend in a river.
<b>Erosion</b>	The process of gradual destruction caused by weathering, e.g. wind or rain.
<b>Hydraulic Action</b>	The force created by moving liquid.
<b>Stack</b>	When a coastal archway collapses and creates a tower of rocks.
<b>Stump</b>	The stack is eroded over time to form a stump.
<b>Spit</b>	Where deposition of sediment creates a sandy area on top of the water.

Rivers of USA

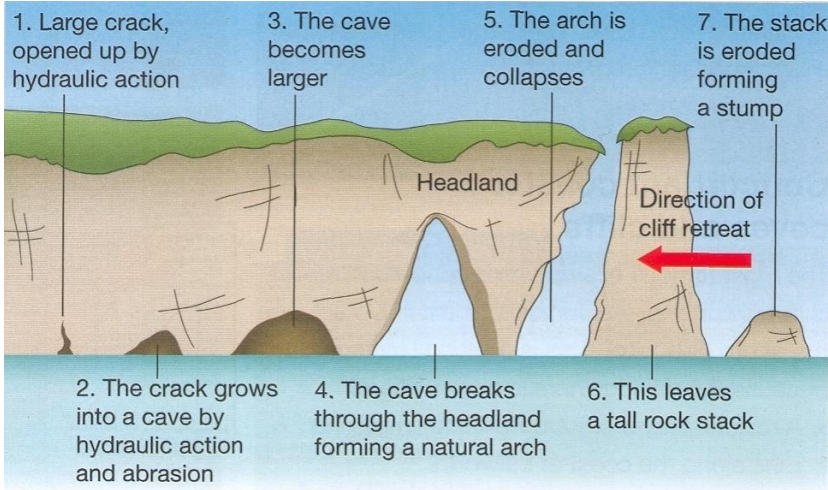


Oceans , Seas and Rivers – What is the difference?

- Oceans are very large areas of salt water that cover approximately two-thirds of the Earth's surface.
- Seas are smaller areas of salt water that separate oceans and land.
- Rivers are natural streams of fresh water that flow into seas, oceans and lakes.

Rivers and Coasts during WWII

<b>The Dambusters</b>	Used the Trent & Mersey Canal and River Witham for training exercises.
<b>Canals</b>	12 million tons of essential goods were transported yearly on canals.
<b>Coasts</b>	Many anti-aircraft and other such defenses were built along the South-East coasts of England to prevent invasion.
<b>Pillboxes</b>	Many pillboxes (small concrete defenses) were built alongside canals and specifically dug trenches to defend routes into London from Nazi attack.



# Assessment

Concept: Investigating and Interpreting Geographical Information

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, geographical information systems

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Name the 7 continents and locate them on a map</p> <p>Name the world oceans and locate them on a map</p> <p>Name the 4 countries of the UK and surrounding seas and locate them on a map.</p> <p>Name some of the major cities in the UK</p> <p>Name the capital cities of England, Ireland, Scotland, Wales</p> <p>Locate where I live on a map of UK Explain where I live and tell someone my address</p> <p>Name the 4 seasons and talk about seasonal change</p> <p>Compare UK with Brazil, being able to communicate similarities and differences, including climate</p> <p>Recognise the Equator and talk about the effect of the equator on nearby countries</p> <p>Identify the North and South Poles and comment on how their climate is different to our own</p> <p>keep a weather diary chart and answer questions about the weather</p>	<p>Name a number of countries in Europe and locate on a map ( France, Germany, Italy, Turkey, Austria, Sweden, Denmark, Norway, Poland, Lithuania, Latvia, Portugal, Greece, Romania)</p> <p>Name major cities within Europe and Capital cities of these countries</p> <p>Name and locate at least 6 major cities in the UK and locate them on a map</p> <p>Name and locate at least 6 counties within the UK including Lincolnshire</p> <p>Identify and position the significance of the equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn</p> <p>Use some basic ordnance survey map symbols</p> <p>Use grid references on a map</p> <p>Use an atlas by using the index to find places</p> <p>Carry out research to discover features of villages, towns, cities</p> <p>Can collect and accurately measure information eg rainfall, temperature</p>	<p>Name and Locate major countries and cities in North and South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela as well as the Caribbean Islands)</p> <p>Name and Locate the poles and equator and talk about the effect on surrounding countries</p> <p>Name many of the world's famous rivers in an atlas and including rivers studied: the River Haliacmon, Amazon River, River Nile and Mississippi River</p> <p>Identify and position the significance of longitude, latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, Antarctic circle, Greenwich meridian and time zones</p> <p>Name and locate many of the world's famous mountainous regions in an atlas</p> <p>Use Ordnance Survey symbols and 6 figure grid references</p> <p>Answer questions by using a map</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Explain how time zones work and calculate time differences around the world</p> <p>Can collect and accurately measure information eg rainfall, temperature</p>

Concept: Changes over time <ul style="list-style-type: none"> <li>• Growing knowledge to deepen their understanding if interaction between physical and human processes and the formation and use of landscapes and environments</li> <li>• Explain how the earth's features at different scales are shaped, interconnected and change over time</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Identify and communicate changes within the school and local village over time  Compare the UK and Brazil over time, identifying key changes in human and physical geographical features  Explain how the weather changes throughout the year and names the seasons  Explain how an area has been spoilt or improved and give reasons  Explain the facilities a village, town, city may need and give reasons	Communicate changes that settlements caused through a timeline of invaders  Communicate how rivers have changed the landscape over an extended period of time within Lincoln and London  Understand the processes that give rise to key physical and human geographical features and how these bring about changes over time	Communicate how the industrial and agricultural revolution affected the landscape over these time periods  Communicate the effects of the World Wars on the local area and Lincoln, taking in to consideration population changes and density  Communicate the journey of a river and how this journey changes the landscape overtime  Explain the journey of a river, commenting on how this physical process changes the landscape and how humans can affect it, commenting on climate zones, biomes and vegetation belts and mountains
Concept: Physical and Human features <ul style="list-style-type: none"> <li>• Deep understanding of the earth's key physical and human processes</li> <li>• Knowledge of diverse places, people, resources and natural and human environments</li> <li>• Growing knowledge to deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes and environments</li> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human features and how these provide a geographical context for understanding the actions of processes</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Communicate the characteristics of the 4 countries of the UK  Undertake fieldwork to identify human and physical features within the school and local areas ( Cathedral, castle, Steep Hill, River Witham, Roman Gates)	Compare Lincoln and London, commenting on why these comparisons are similar and/or different  Communicate the impact on the landscape and population of volcanoes and earthquakes	Explain the impact humans have on the physical geography of an area and the population  Communicate understanding of the relationship between physical and human geography and resources available in different locations



	<p>Identify human and physical features of the UK's capital cities and those in Brazil ( London – Houses of Parliament, Buckingham Palace, London Eye, London Bridge, River Thames, Scotland – Edinburgh castle, Royal Mile Wales – Snowdonia, Severn Bridge N Ireland – Giant's Causeway)</p> <p>Describe a place outside of Europe using geographical words</p> <p>Explain why jobs might be different in other locations</p> <p>Use the following vocabulary confidently: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, Equator, North Pole, South Pole, island, city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Using the idea of settlements, discuss how humans can change the landscape for the better or worse</p> <p>Locate River Witham and Thames and talk about their similarities and differences</p> <p><b>Compare</b> Lincoln and London's geography with a focus on human and physical features and how these provide a geographical context for understanding the actions of the processes</p> <p>Explain why people may be attracted to live in cities</p> <p>Explain why people may choose to live in one place or another</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones, names of volcanoes, earthquakes, water cycle</p>	<p>Communicate contextual knowledge of significant places including their defining physical and human features</p> <p>Communicate how the use of rivers is different across contexts and time periods, taking in to account economics, trade and distribution of resources</p> <p>Can explain why cities are situated close to or on rivers</p> <p>Can explain why people are attracted to live by rivers</p> <p>Can explain how a location fits into a wider geographical location with reference to human and economical features</p> <p>Describe how some places are similar/ dissimilar in relation to their human and physical features.</p> <p>Use the following vocabulary confidently: longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Greenwich Meridian, time zones Physical geography – climate zones, biomes and vegetation belts, names of rivers, parts of rivers, names of mountains</p>
<p>Concept: Geographical communication</p> <ul style="list-style-type: none"> <li>Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Use of a range of maps and globes to locate the world's 7 continents and 5 oceans</p> <p>Use a range of photographs and plan perspectives to study landmarks and human/physical features</p> <p>Create a range of maps including symbols</p>	<p>Use the 8 point compass to give directional information</p> <p>Use a range of maps and globes to locate the major countries, cities and capital cities of Europe</p> <p>Use 4-figure grid references, symbols and keys to locate places on maps</p>	<p>Use the 8 point compass to give directional information</p> <p>Use a range of maps and globes to locate the major countries, cities and capital cities of North and South America</p>

	<p>Use a 4 point compass to give directional information and locate routes on a map ( North, South East and West, left, right, rotate, forwards, backwards, direction)</p> <p>Begin to give written observations and explanations to demonstrate their learning sing geographical language</p> <p>Explain some of the main things that are in hot and cold places</p> <p>Explain what they like and don't like about the place they live in.</p> <p>Explain what they like and don't like about a different place</p> <p>Describe the key features of a place from a picture using words like beach, mountain, ocean</p>	<p>Use 4-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area</p> <p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Use geographical words to describe a place</p> <p>Describe how volcanoes are created</p> <p>Locate and name some of the world's most famous volcanoes</p> <p>Describe how earthquakes are created</p> <p>Explain the water cycle, commenting on the affect it has on different environments and how the environment can affect it, e.g. pollution</p>	<p>Use 6-figure grid references, symbols and keys to create their own maps, including digital mapping, to present data about their local area</p> <p>Write at length about their knowledge to demonstrate clear understanding, presenting information in different ways including presenting numerical and quantitative data</p> <p>Plan and communicate a journey to a place in another part of the world taking into account distance and time</p> <p>Explain the course of a river</p> <p>Communicate effectively the importance waterways played during WWI and WWII</p>
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