

KPS Geography Knowledge Intent

KPS Geography Teaching Overview	
EYFS	
The Natural World	People, Culture and Communities
Year 1	
Where I Live	Wonderful World
Year 2	
Why is Britain Great?	Kenya
Year 3	
Food Glorious Food	Rivers and Mountains
Year 4	
Europe	Volcanoes and Earthquakes
Year 5	
South America	Exploration
Year 6	
Blue Planet Green Planet	The Lake District

PREVIOUSLY TAUGHT KNOWLEDGE WILL BE IN RED.

Vocabulary Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Broad geographical vocabulary: Road, school, shop, same, different, dry, wet, place, journey, pond, winter, spring, summer, autumn.</p> <p>SPECIFIC: tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different. tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p> <p><u>New geographical vocabulary:</u> street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, continent, ocean</p>	<p><u>Previously taught geographical vocabulary:</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> Mediterranean, humid, mild, landform, urban, rural, fertile, million, thousand, lagoon, traditional, grid reference, eastings, westings, horizontal, vertical, preserved, tourism. landmark</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary:</u> development, annual, recyclable, latitude, longitude, parallel, economy, trade, agriculture, forestry, mining, biome, destination, deforestation, biodiversity, contaminate,</p>	<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p><u>New geographical vocabulary</u> Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay, Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature, volcano, Christianity, population, island, canal, Mediterranean, humid, mild, landform, urban, rural, fertile, million, thousand, lagoon, traditional, grid reference, eastings, westings, horizontal, vertical, preserved, tourism. land form, renewable, development, annual, recyclable, latitude, longitude, parallel, economy, trade, agriculture, forestry, industry, mining, biome, destination, deforestation, biodiversity, contaminate,</p> <p><u>New geographical vocabulary</u> erosion, deposition, precipitation, weathering, biological, political, heritage, conservation, invasion, vegetation, development, erodes, degraded, atmosphere, topographical, sustainable</p>

Map Skills Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Draw information such as roads, buildings and houses from a simple map.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with</p>	<p>Use world maps, atlases, globes to locate the seven continents and five oceans of the world.</p> <p>To use aerial photographs to describe the local area.</p> <p>-Use directional language such as Follow up/down, left/right, behind/in front of to describe places on a map of the local area.</p> <p>To draw places, houses and roads and talk these about picture maps of the local area.</p>	<p>Use world maps, atlases and globes to locate and label the continents, oceans, the UK and its countries.</p> <p>Look at maps and use directional language such as N, S, E, W to describe the location of places such as England, Scotland, Northern Ireland and Wales and Barnsley, London, Cardiff, Edinburgh and Belfast.</p> <p>Draw a map of London/ Barnsley.</p> <p>Use class agreed symbols to show human and physical on simple map of London.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p>	<p>Use pairs of coordinates and eight compass points to help locate rivers and mountains.</p> <p>Know when looking at maps, discuss the need for keys and standard symbols and that they help us locate features on a map.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p> <p>Began to look at maps of other localities.</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Recap need for keys and standard symbols.</p> <p>Make own maps of real places with increasing accuracy (Rome).</p> <p>Use a variety of maps of different scales to locate places.</p>	<p>Use 4-figure grid reference to locate features on a map in South America</p> <p>Draw a map using symbols and a key, awareness of OS symbols</p> <p>Measure straight line distance on a plan</p> <p>Draw a variety of thematic plans, based on own data</p> <p>Compare large-scale map and vertical photo, select maps for a purpose</p>	<p>Use 6-figure grid reference to locate features on OS map</p> <p>Use OS standard symbols, scale reading and drawing and comparison of map scale to draw scale plans of increasing complexity.</p> <p>Follow route on small-scale OS map and describe features seen</p>

Enquiry Skills Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to about the differences they have experienced or seen in photos of different countries.</p> <p>Children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Look at similarities and differences such as houses, weather, culture and types of places to a contrasting place to where they live.</p> <p>To draw on their experiences and what has been read in class to describe how and why a place is different to where they live.</p> <p>Children to discuss people that they may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p>	<p>Use aerial photographs and maps provided and their own observations to respond to questions about places.</p> <p style="text-align: center;"><u>Questions</u></p> <p>What places are in our local area? What can you do in the local area? What are houses like in the local area? What is your house like? What is your favourite place? Why? What would you change about your local area?</p>	<p>Find information about London through using maps and atlases. (Apple Flyover)</p> <p>Use this information and their own observations to ask and respond to questions about London.</p>	<p>Use maps, globes and atlases to respond to a range of geographical questions about where food comes from and the positives/negatives of that.</p> <p>Offer reasons for some of their observations and judgements about where food comes from.</p> <p>Offer reasons for some of their observations and judgements about the location of rivers.</p>	<p>Use a range of sources to respond to a range of geographical questions in relation to the location of volcanoes.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study such as deforestation.</p> <p>Use a range of geographical skills and evidence to investigate places.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>Reach plausible conclusions and present their findings both graphically and in writing.</p>

Field Work Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children to use school grounds to explore freely outdoors noticing changes in trees/plants, weather and animals.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Explore the school grounds through using their senses, making observations and drawing pictures of what they can see and hear around them.</p>	<p>To look around the school and its grounds focusing what human and physical features are there.</p> <p>To look around the local area focusing on what places and houses they can see.</p> <p>Use aerial photographs to recognise landmarks in the local area and basic human and physical features.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Devise a simple map of Barnsley/London; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record what food is made in our local area.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Compare with South America)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Place and Locational Knowledge Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that there are different countries in the world.</p>	<p>Know some similarities and differences between their own lives with someone that lives in a different place/country/continent, drawing on their experiences and what has been read in class. (See below for focus stories)</p> <p>Explain some similarities and differences between life in this country and life in a different place/country/continent focussing on food, houses, beliefs, family and routines drawing on knowledge from stories and non-fiction texts. (See below)</p> <p>Children to recognise the name of the road, and or village/town/city the school is located in.</p>	<p>To name the world's seven continents and five oceans.</p> <p>To name Barnsley as their town and Kexborough as their village.</p>	<p>Review: Name and locate the world's seven continents and five oceans and the position of the Equator and hot and cold countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences such as homes, families, jobs, education and location through studying the human and physical geography of Barnsley and an area in Kenya.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position of the Equator and hot and cold countries.</p> <p>Identify longest rivers in the world, largest deserts and highest mountains.</p> <p>Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Name and locate counties and cities of the United Kingdom.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Locate the main countries and capital cities of Europe including Russia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Identify the position and significance of Tropics of Cancer and Capricorn, lines of latitude/longitude and Arctic and Antarctic Circle.</p> <p>Locate the main countries and principal cities in South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America.</p> <p>Identify the position and significance of</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Look at how land use has changed in an area over time.</p> <p>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),</p> <p>Identify land-use patterns; and understand how some of these aspects have changed over time.</p>

Human and Physical Geography Progression

FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children to use their senses to notice differences in leaves, seeds, rocks and animals in the school grounds.	Explore the school grounds focussing on seasonal changes such as trees, animals and weather that they can see and why these changes occur.	<p>To Identify the location of deserts, rainforests, the Arctic and Antarctic in relation to the Equator and the North and South Poles.</p> <p>Use the following vocabulary to look at key physical and human features of the school grounds and the local area.</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, soil, vegetation, season and weather <p>key human features, including: city, town, village, farm, house, and shop</p>	<p>Use geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>in relation to Barnsley, London and the UK.</p>	<p>Describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Describe and understand key aspects of human geography including types of land use and the distribution of natural resources such as food.</p>	<p>Describe and understand key aspects of human geography including economic activity trade links. (tourism near volcanic areas)</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes (ring of fire).</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes (link to work on Rainforest)</p> <p>Human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources. (Focus on impact of deforestation and urbanisation)</p>	<p>Describe and understand key aspects of:</p> <p><u>Human geography</u> Types of settlements in modern Britain: villages, towns, cities and distribution of natural resources.</p> <p><u>Physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.</p>



FS1

EYFS: PEOPLE AND COMMUNITIES / THE NATURAL WORLD

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p>Broad geographical vocabulary: Road, school, shop, same, different, dry, wet, place, journey, pond, winter, spring, summer, autumn.</p> <p>SPECIFIC: tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p>	N/A	<p>Children to about the differences they have experienced or seen in photos of different countries.</p> <p>Children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	Children to use school grounds to explore freely outdoors noticing changes in trees/plants, weather and animals.	Know that there are different countries in the world.	Children to use their senses to notice differences in leaves, seeds, rocks and animals in the school grounds.

Coverage

Focus Stories

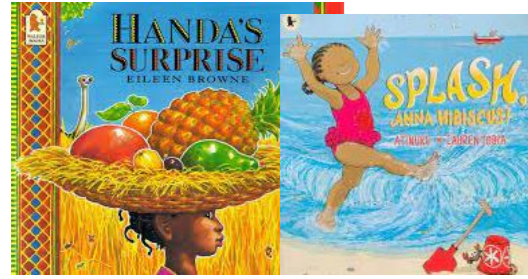
<p>Focus Story</p> <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>  <p>I know that a route is a road or a way I know that a journey is travelling from one place to another. I know that surroundings are the area and things that are around us. I know that the environment is our surroundings. I know that school is surrounded by woodland and fields. I can discuss a journey that I may take around school. I can remember a route/journey in my immediate surroundings. I can recognise features of a journey in my immediate surroundings such as trees, weather, animals and different objects such as the trim trail, a pond and running track.</p>	<p>Chinese New Year</p>  <p>I know I live in England. I know that England is a country. I know that the world is made up of different countries with England being one of them. I know that in different countries, people live differently to us (they have different homes, schools and routines). I know that in different countries that people have different celebrations such as Chinese New Year. I know that in different countries people look different to us such as different hair and skin colours.</p>
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FS2

EYFS: PEOPLE AND COMMUNITIES / THE NATURAL WORLD

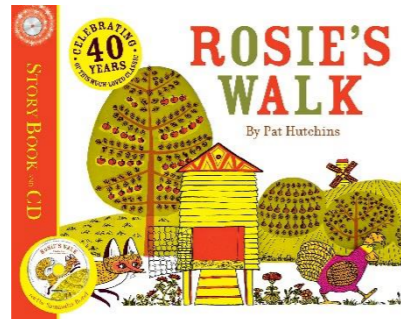
VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p>Previously taught geographical vocabulary: Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different.</p> <p>tree, fields, plant, travel, woodland, animal, weather, England, country, family.</p> <p>New geographical vocabulary: street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church</p> <p>Specific Vocabulary SEE BELOW</p>	<p>Draw information such as roads, buildings and houses from a simple map.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with (See below)</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments.</p> <p>Look at similarities and differences such as houses, weather, culture and types of places to a contrasting place to where they live.</p> <p>To draw on their experiences and what has been read in class to describe how and why a place is different to where they live.</p> <p>Children to discuss people that they may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Explore the school grounds through using their senses, making observations and drawing pictures of what they can see and hear around them.</p>	<p>Know some similarities and differences between their own lives with someone that lives in a different place/country/continent, drawing on their experiences and what has been read in class. (See below for focus stories)</p> <p>Explain some similarities and differences between life in this country and life in a different place/country/continent focussing on food, houses, beliefs, family and routines drawing on knowledge from stories and non-fiction texts. (See below)</p> <p>Children to recognise the name of the road, and or village/town/city the school is located in.</p>	Explore the school grounds focussing on seasonal changes such as trees, animals and weather that they can see and why these changes occur.

Coverage
Focus Stories



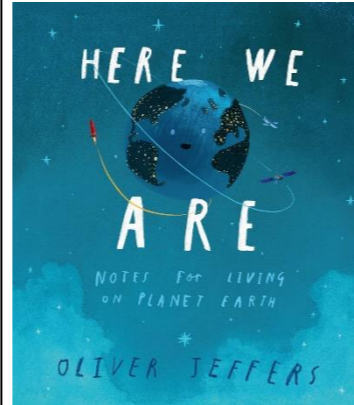
Vocabulary
houses, village, shops, climate, features eg. Ocean, shack, jetty, weather, care home, post office, shop, pharmacy, church, park, weather, local, job

I know that a village is a small area of houses, shops, roads and schools.
I know that a climate is a weather pattern.
I know that Kexborough is my local area.
I know that Kexborough has a post office, pharmacy, shops, church, a park and a care home.
I know that schools are where people learn.
I know that a post office is where people sending or receive letters / parcels.
I know that a pharmacy is where you can get medicine to make you feel better.
I know a park is where children play.
I know a park is made grass, slides, climbing frame and a path.
I know a care home is where old people go to be looked after.
I know shops are where you can buy things such as food and drink.
I know that a church is where people go to sing and pray.
I know that people get married, get christened and have funerals at a church.
I know a name a contrasting place to Kexborough (Africa).
I know why and how my local area differs from others.
I can explain that Kexborough has different places, different schools, homes, jobs, weather to people from another country.



Vocabulary
Pond, building, road, forest, lake, river mill, coop, journey, field

I know that a map is a picture of an area which shows rivers and lakes, forests, buildings, and roads.
I know maps to show where places are.
I know we use maps to plan and help us make a journey from one place to another.
I know maps show what buildings and roads are in the local area.
I know that roads, fields and buildings go on a map.
I can describe places on a map.
I know draw roads, buildings and labels when making a map
I draw/use a map to explain a journey taken in a story (Rosie's Walk)



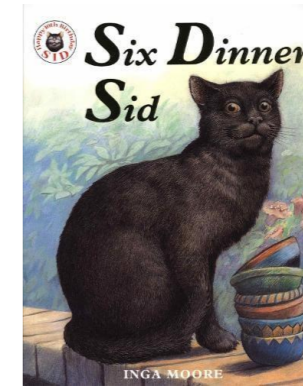
Vocabulary
Land, sea, city, countryside. Earth, planet, environment, cycle, planting, waste, train, car, plane, protect, desert, desert, arctic, forest, town, city, recycle.

I know that we live on the planet Earth.
I know that the environment is what surrounds us.
I know that recycling and throwing rubbish away properly helps to save the environment.
I know walking and cycling instead of using a car, train or plane is better for the environment.
I know turning things off is better for the environment.
I know not wasting food is good for the environment.
I know planting trees is good for the environment.
I know that animals like bees help protect our environment.
I know how people can make a good and bad impact on our planet (see above).
I know there are different types of places on our planet such as rainforest, desert, Arctic, forest, beach and towns/cities.
I know that buildings, environments, people and places are different around the world.
I know how we can help to look after our world (see above).



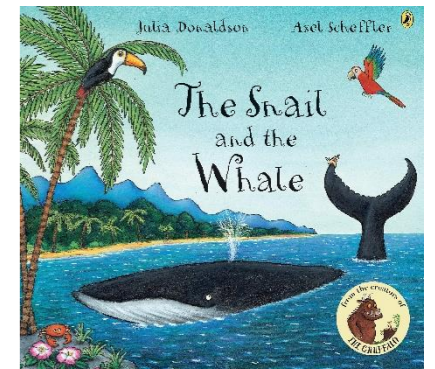
Vocabulary
Island, beach, tide, Australia, lakes, sea, ocean, mountain, volcano, coral reef,

I know a variety of places such as Kexborough, Africa (Link to previous study) and places that are islands.
I know that an island is a piece of land that is surrounded by water.
I know that I live on an island.
I know that Australia is the biggest island in the world.
I know that islands may occur in oceans, seas, lakes, or rivers.
I know most islands are surrounded by oceans.
I know what you might find on an island.
I know different islands around the world such as the UK and Australia.
I know that islands often have beaches, trees, grass areas, different animals,
I know that some islands have mountains and volcanoes.
I know that some islands have coral reefs.
I know that some islands have a hot weather with white sandy beaches.
I know that some islands have a cold weather (Iceland)
I know that some islands are only shown during high tide.
I know why some islands might be different from others (See above)



Vocabulary
Terraced, detached, bungalow, flat, semi-detached, flats, house, street, school, post office, pharmacy, shop, park, local, neighbour, kitchen, bathroom, living room, bedroom, place

I know that I would find streets, roads, houses, school, post office, pharmacy, shops, park and a church in my local area.
I know that a neighbour is someone that lives next to or nearby.
I know and can name different types of houses (See above)
I know that a semi-detached are two houses joined together.
I know that a flat are houses on top of each other.
I know a detached is a house on its own.
I know a bungalow is on one level.
I know that terraced houses are lots of houses joined together.
I know that houses except a flat and a bungalow have stairs.
I know that houses have kitchens, bathrooms, living rooms and bedrooms.
I know features of my own house.
I can explain what my house is like (See above)
I can explain what places are in my local area.
I can explain which places are near my house.



Vocabulary
Volcano, iceberg, beach, ocean, planet, beach, sea, tide, pebble, sand, seashell, dune, plant, seaweed, jellyfish, rockpool, fish, crab

I know that an ocean is a huge area of saltwater which covers the planet.
I know that the planet is mostly water.
I know that a beach is an area that joins land to the sea/ocean.
I know that beaches can be sandy and pebbly.
I know that the beach changes based on the tide.
I know that materials such as sand, pebbles, rocks, and seashell fragments cover beaches.
I know that these plus sand dunes/plants are physical features.
I know that the ocean is a physical feature.
I know what I might see at the beach (See above).
I know that you may find seashells, rock pools, seaweed, jellyfish, starfish, crabs and fish on the beach.

Year 1 – Where I live

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p>Previously taught geographical vocabulary: Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat.</p> <p>New geographical vocabulary Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, continent, ocean</p> <p>Specific (Where I Live) village, town, aerial, season, rainfall, farm, footpath, location, human feature, physical feature, motorway, street lights, countryside, railway, hair salon, social club, litter, parking,</p>	<p>-Use world maps, atlases, globes to local the seven continents and five oceans of the world.</p> <p>To use aerial photographs to describe the local area.</p> <p>-Use directional language such as Follow up/down, left/right, behind/in front of to describe places on a map of the local area.</p> <p>To draw places, houses and roads and talk these about picture maps of the local area.</p>	<p>Use aerial photographs and maps provided and their own observations to respond to questions about places.</p> <p style="text-align: center;"><u>Questions</u></p> <p>What places are in our local area? What can you do in the local area? What are houses like in the local area? What is your house like? What is your favourite place? Why? What would you change about your local area?</p>	<p>To look around the school and its grounds focusing what human and physical features are there.</p> <p>To look around the local area focusing on what places and houses they can see.</p> <p>Use aerial photographs to recognise landmarks in the local area and basic human and physical features.</p>	<p>To name the world’s seven continents and five oceans.</p> <p>To name Barnsley as their town and Kexborough as their village.</p>	<p>To Identify the location of deserts, rainforests, the Arctic and Antarctic in relation to the Equator and the North and South Poles.</p> <p>Use the following vocabulary to look at key physical and human features of the school grounds and the local area.</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, soil, vegetation, season and weather key human features, including: city, town, village, farm, house, and shop

Key Knowledge

Map Knowledge	Human / Physical Features	Locational Knowledge	Fieldwork
<ul style="list-style-type: none"> Understand that a map shows you what an area looks like from an aerial view. Understand that aerial means ‘from above’ and when we look at something from above we call this an ‘aerial view’. Understand that sometimes objects can look different from an aerial view. Understand that maps give us information about places and their locations. Understand that location means where something is. To use maps to find the key human and physical features such as houses, shops, roads, church, farm, motorway and schools of the local area. I can draw my own map of the local area including places, roads and houses. 	<ul style="list-style-type: none"> Know that in the world there are things made by people and these are called human features. Know that in the world there are things NOT made by people and these are called physical features. Understand that school is a human feature, as it has been made by people. Understand that parts of our local area vary, depending on the human and physical features present. Identify some human and physical features in the local area: school, road, houses, street lights, railings, trees School Grounds - grass, trees, flowers, swings, trim trail and paths Understand that within Kexborough there are both human and physical features. To identify human and physical features in the local area: Human Features: houses, shops, roads, church, farm, motorway and schools. To identify physical Features: fields, hills and countryside. I know that detached, semi-detached, bungalow, flats and terraced are types of houses. I know that a semi-detached are two houses joined together. I know that a flat are houses on top of each other. I know a detached is a house on its own. I know a bungalow is on one level. I know that terraced houses are lots of houses joined together. I know that houses except a flat and a bungalow have stairs. 	<ul style="list-style-type: none"> Know that a village is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall. Know that a town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. Understand that Barnsley is a town and Kexborough is a village. Know that as a town, Barnsley is bigger than Kexborough. I know there are 3 shops in Kexborough - Spar, Top Shop and the post office. I know there is a care home called Kexborough House. I know there is a social club, pharmacy, fish and chip shop called Y-Pas, a hairdressers called Scruples and a takeaway called Yangs and a church. I know there is a park called Kexborough Rec. I know what we can do in these places. I can name things that are good about Kexborough such as having two schools, having a park, it is close to the motorway, having places such as the church which hold after school clubs such as karate and gymnastics. I know reasons why we might not like our local area such as noise, parking, litter, neighbours, travel and fires. 	<ul style="list-style-type: none"> Understand that we use fieldwork to view an area ourselves. Understand how to remain safe, whilst participating in fieldwork. Know which human and physical features to look out for in the local area. Identify human and physical features in our local area. Understand how to record information gathered during fieldwork. Use fieldwork to find out what places and houses are in the local area. Identify human and physical features in our local area. Understand how to record information gathered during fieldwork: Visit a green space to observe physical and human features and how people use it (trip around the school)

Year 1 – Wonderful World

SPECIFIC VOCABULARY Equator, North Pole, South Pole, Continent, Country, Ocean, world, map, Australia/Australasia, Asia, Africa, Antarctica, Europe, North America, South America, Indian Ocean, Southern Ocean, Arctic Ocean, Pacific Ocean, Atlantic Ocean, hotter, colder, climate, tropical, dry, wet, desert, drought, hurricane, heatwave, flood, extreme, daytime, night-time, snow, blizzard, thunder, lightning, hail, ice, drizzle, wind, storm, rain, cloud

Key Knowledge

Map Knowledge	Locational Knowledge	Human / Physical Features	Fieldwork
<ul style="list-style-type: none"> Identify land and water on a map of the world. Know that in the world there are areas of land and areas of water. Identify land and water on a map of the world. Know that most of the world is covered in water. Understand that areas covered by water are split up into oceans Identify oceans and continents on a map of the world. Know that on a map the world, there often looks to be two Pacific Oceans. Understand that this is because the earth is a sphere and they are both part of the same ocean. Understand that the earth has an imaginary line around the middle of it, this is called the equator. Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole. 	<ul style="list-style-type: none"> Understand that areas covered by land are split up into continents. Understand that each continent is split up into smaller areas of land called countries. Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica. Know that Oceania is often known as Australia or Australasia. Know that we live in a country called England, which is located in Europe and identify England on a map. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean Understand that different locations on the earth are different temperatures. Know that places near the equator are hotter and places near the North and South poles are colder. Understand that climate refers to ‘the weather conditions in an area over a long period of time.’ Know that tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world’s plants and animals. Know that deserts are also near the equator and are very dry and are very hot. Not many plants and animals can live here. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome. Understand that the areas located near the North and South poles are very cold. Understand that the areas located near the Equator are the Rainforest and Desert and they are very hot. 	<ul style="list-style-type: none"> Know how different weather affects us. Effects of extreme weather such as droughts, floods, hurricanes and heatwaves Know that the length of daytime varies with seasons. With winter having shorter days and longer nights and summer having longer days and shorter nights. Know that weather patterns are associated with each season. Know that temperatures start to drop from summer in autumn. Know that winter is the coldest season with snow, frost in the morning, sleet, blizzard, hail. Know that temperatures start to warm up in spring Know that summer is the hottest season with sunshine and generally dry weather but sometimes may have thunderstorms. Look at the location of Europe/the UK and discuss what weather patterns we might have. Know different types of weather and discuss the time of year you would expect that type of weather. 	<ul style="list-style-type: none"> Understand that we use fieldwork to view an area ourselves. Understand how to remain safe, whilst participating in fieldwork. Measure simple weather conditions such as temperature and rainfall. Observe and record seasonal changes.

Year 2 – Why is Britain Great?

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p>Previously taught geographical vocabulary <i>Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean</i></p> <p>New geographical vocabulary harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay</p>	<p>-Use world maps, atlases and globes to locate the continents, oceans, the UK and its countries.</p> <p>-Look at maps and use directional language such as N, S, E, W to describe the location of places such as England, Scotland, Northern Ireland and Wales and Barnsley, London, Cardiff, Edinburgh and Belfast.</p> <p>-Draw a map of London and Barnsley.</p> <p>-Use class agreed symbols to show human and physical on simple map of London.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p>	<p>Find information about London through using maps and atlases. (Apple Flyover)</p> <p>Use this information and their own observations to ask and respond to questions about London.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Devise a simple map of Barnsley/London; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Review: <i>Name and locate the world’s seven continents and five oceans and the position of the Equator and hot and cold countries.</i></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences such as homes, families, jobs, education and location through studying the human and physical geography of Barnsley and an area in Kenya.</p>	<p>Use geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>in relation to Barnsley, London and the UK.</p>

<p>Specific (Why is Britain Great?) CONTINENT AND OCEAN NAMES – Y1 Scotland, Northern, Ireland, Wales, Edinburgh, London, Cardiff, Belfast, United Kingdom/Great Britain, The North Sea, English Channel, Irish Sea, Atlantic Ocean, Union Jack, slope, Penines, Snowdonia, Ben Nevis, Scafell Pike, Ireland, Manchester, Barnsley, Leeds, Birmingham, Big Ben, Houses of Parliament, Tower Bridge, St Paul’s Cathedral, Buckingham Palace, Elizabeth Tower, River Thames, The tube, London Underground, Queen, King, royal</p>					
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Key Knowledge


Map Knowledge	Locational Knowledge	Human / Physical Features	Fieldwork
<ul style="list-style-type: none"> • Know capital cities in the UK and locate these cities on a map of the UK: London, Cardiff, Edinburgh and Belfast. • Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. • Understand that a sea is a small part of an ocean and seas are often where an ocean and land meet. • Locate these bodies of water on a map. • Understand that body of water is a term used to refer to large areas of water e.g., lakes, seas, oceans. • Know that the English Channel separate the UK and France, which is another country in Europe. • Identify London on a map of the UK. • Know that the Union Jack is the national flag of the United Kingdom. • I know where the coast is and I can locate this on a map. • I know that the coast is the part of the land adjoining or near the sea. • I know that a mountain has steep slopes, it has a summit at the top of the mountain and that is a landform that is high above sea level. • I know where mountains are in the UK and I can locate then on a map. • I can locate the Pennines, Snowdonia, Ben Nevis and Scafell Pike on a map. • I can use directional language to describe the location of those mountains. 	<ul style="list-style-type: none"> • Know that we live in England, which is a country in the UK. • Know that 4 countries make up the UK. • Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland. Describe the places using directional language. • Know that UK stands for ‘The United Kingdom of Great Britain and Northern Ireland’, usually this is shortened to ‘The United Kingdom’. • Know that Great Britain is the name for England, Wales and Scotland. • Know that Northern Ireland is part of an island to the west of the UK. • Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK. • Know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish. • Understand that each of the countries in the UK have their own capital city. • Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions. • Know that the government of each country is based in its capital city. • Know that this combines aspects of three older national flags: the red cross of St George for the Kingdom of England, the white saltire (diagonal cross) of St Andrew for Scotland, and the red saltire (diagonal cross) of St Patrick to represent Ireland. St George’s Cross (England) St Andrew’s Flag (Scotland) St Patrick’s Cross (Ireland) Know that Wales is not represented in the flag as it was already part of England when the flag was first designed in 1801 when England and Ireland formed a union. • Know that we live in a country called England. • Know that London is the capital city of England • Know that a city is 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. • Know that some other important cities in England are: Manchester, Birmingham, Sheffield and Leeds - identify these cities on a map of UK. • Know that Barnsley is in the North of England and that London is in the South of England. 	<ul style="list-style-type: none"> • Know and identify modern landmarks in London and understand their functions: Big Ben, Houses of Parliament, Tower Bridge, St Paul’s Cathedral, Buckingham Palace. (Use Flyover on Apple Maps) • Understand that these landmarks are human features of London, as they were made by people. • Big Ben/Elizabeth Tower - The bell in the clock tower known as Elizabeth Tower above the Houses of Parliament Houses of Parliament a meeting place for people in power where many important decisions are made. • Tower Bridge a bridge that spans the River Thames • St Paul’s Cathedral an important large church in London where the Bishop of London works • Buckingham Palace the London home of the queen and the monarchy. • Know that London has ‘tube trains’ that run underground and this system is called the London Underground • Understand that the London Underground is a human feature of London, as it was made by people. • Know that the Queen lives at Buckingham Palace. Know that the current king is King Charles III. He is known as the monarch. Know that the UK has a royal family. • Know that the River Thames runs through London. • Know that London was built around the River Thames as it was very useful for people to transport good in boats along the river. • Know that the River Thames is the second longest river in the UK. • Know that the River Thames is a physical feature of London, as it has not been made by people. • Know that in the world there are things made by people and these are called human features. • Know that in the world there are things NOT made by people and these are called physical features. • Understand that school is a human feature, as it has been made by people. • Understand that parts of the coast and mountains and discuss the human and physical features present such as <i>hill, forest, river, city, town, village, house, shop, office, port, harbour.</i> • Understand that where the ocean or sea meets land, is called the coast. • Know that a sea is smaller than an ocean. • Know that a cliff is a steep, rocky slope that overlooks the sea. • Know that a cave is a hollow in a cliff, caused by a crack in the cliff being widened by waves. • Know that a beach is an area of sand or pebbles along a coast. • Know that a bay is a wide, curved area of a sea or lake next to land. 	<p>Compare London to Kexborough – looking at places, key human and physical features and location. Linking back to the Year 1 local area topic.</p>

Year 2 – Kenya

VOCABULARY

Ocean names, Continent names AND Great Britain place names: England, Scotland, Wales and Ireland and their capital cities, equator, climate, dry, desert, Leopard, Kenya, Africa, The Big Five, Maasai Mara, Lion, Buffalo, Rhino, Elephant, Nairobi, Swahili, Safari, Savannah, Lake Victoria, National Park, Game Reserve, Mount Kenya, Maasai Tribe, humid, highlands, Christianity, African Plain, dung, migration, mammal, tourist, visitor, endangered

Key Knowledge

Map Knowledge	Locational Knowledge	Human/Physical Features	Fieldwork
<ul style="list-style-type: none"> Understand that a continent is a large area of land that contains different countries. Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south from Europe. Know where Africa / Kenya is in relation the equator. Locate Africa and Kenya on a world map. Know that Kenya's coast is along the Indian Ocean. 	<p>Know that Kenya is a country in the continent of Africa. Know that the official languages of Kenya are Swahili and English.</p> <p>Know that the capital of Kenya is Nairobi. Know that Kenya lies on the equator. Kenya's Climate is hot, sunny and dry for most of the year. Know that Kenya has hot, dry deserts in the north. Know that it is hot and humid in the west. Know that the highlands are cool. Know that Mount Kenya is the highest mountain in Kenya.</p> <p>Identify the Kenyan flag:</p> 	<ul style="list-style-type: none"> Know that the main religion of Kenya is: Christianity. Know the climate and basic weather patterns in Kenya across the seasons. Know what the African Plain is like. Know the key human features of Kenya – population, Equator marker, tourism (based around safaris). Know the key physical features of Kenya – focus on plains / savannah, also look briefly at mountains and rainforests. <p><u>Maasai</u></p> <ul style="list-style-type: none"> Know that the Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Know that many Maasai are farmers and own large herds of cows, goats and sheep. Know that the Maasai people love music and dance. Know that they often sing and the men perform a special jumping dance. <p><u>School</u></p> <ul style="list-style-type: none"> Know that most children in Kenya go to school, but not all of them. Some children, especially in rural areas, are too busy helping their families by working on the farm, cooking or fetching water. At school, some children may be different ages but in the same year group. <p><u>National Park</u></p> <ul style="list-style-type: none"> Know that there are over 50 national parks and game reserves. Know that they include different types of wildlife and habitats, including wetlands, grasslands, forest and savannah. Know that the Maasai Mara National Reserve is one of the most popular reserves for tourists to visit. Know that millions of tourists visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'. Know that the 'Big Five' is made up of African lion, Cape Buffalo, African elephant, African leopard and white/black rhinoceros Know that the 'Big Five' originally referred to the difficulty in hunting the lion, leopard, rhino, elephant and African buffalo. These five large African mammal species were known to be dangerous and it was considered a feat by trophy hunters to bring them home. Know that each year visitors come to watch the huge migration of wildebeest. Know that some animals in Kenya are endangered and are protected within the parks and reserves. 	<p>To compare human and physical features of Kenya to Kexborough.</p> <p>To compare the school life of children in Kenya to children in Kexborough.</p>

Year 3 – Food Glorious Food

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay</p> <p>New Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature</p> <p>SPECIFIC CONTINENT AND OCEAN NAMES Equator, Earth, North/South Pole, tropical, warmer, climate, atlas, map, weather, country, UK, season, autumn, spring, summer, winter Fairtrade, Caribbean, India, food, harvest, balanced diet, food groups, raw, cooked, poultry, arable, livestock, cattle, vegetable farming, crops, climate zones, import, Colombia, ingredients, good hygiene, names of fruits, vegetables and grains (see below), carbohydrates, fats (oils and spreads), fruit/vegetables, protein, dairy, plough, drill, pullets, rooster, hatchery, fisherman, vegan, vegetarians, greenhouse gas,</p>	<p>-Use pairs of coordinates and eight compass points to help locate rivers and mountains.</p> <p>-Know when looking at maps, discuss the need for keys and standard symbols and that they help us locate features on a map.</p> <p>Use maps of the world, Europe and the UK to compare location and match the UK onto all versions of the map.</p> <p>-Began to look at maps of other localities.</p>	<p>Use maps, globes and atlases to respond to a range of geographical questions about where food comes from and the positives/negatives of that.</p> <p>Offer reasons for some of their observations and judgements about where food comes from.</p> <p>Offer reasons for some of their observations and judgements about the location of rivers.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record what food is made in our local area.</p>	<p>Review: <i>Name and locate the world’s seven continents and five oceans</i> <i>Locate and name the countries making up the British Isles, with their capital cities. Identify the position of the Equator and hot and cold countries.</i></p> <p>Identify longest rivers in the world, largest deserts and highest mountains.</p> <p>Identify the position and significance of Equator and N. and S. Hemisphere. Name and locate counties and cities of the United Kingdom.</p>	<p>Describe and understand key aspects of physical geography including rivers and mountains.</p> <p>Describe and understand key aspects of human geography including types of land use and the distribution of natural resources such as food.</p>

Key Knowledge

Map Knowledge	Locational Knowledge	Fairtrade	Food Production
<ul style="list-style-type: none"> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica. Know that the Earth is split into the Northern and Southern Hemisphere. Know that the UK is in the Northern Hemisphere. Understand that the earth has an imaginary line around the middle of it, this is called the equator. Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole. Know that the countries closer to the equator are warmer/tropical countries. Know that countries further away from the equator are colder/more temperate. I can locate different climates in relation to the equator. I can locate Fairtrade countries on a map such as countries in South America, the Caribbean, Africa and India. 	<ul style="list-style-type: none"> Know that food comes from different places in the world. I know that different parts of the world produce different food based on their climate. I know there are tropical, temperate, dry and polar climates. Know that onions, apples, pears, tomatoes, peaches, wheat, cherries, mustard, plums, strawberry, quince are grown in temperate climates. Know that olives, grapes, peaches, citrus, cherries, apricots, almonds and figs are grown in Mediterranean climates. Know that bananas, tea, coffee, cocoa beans, coconuts, pineapple and sugar cane are all grown in tropical climates. 	<ul style="list-style-type: none"> I know that Fairtrade means trade between companies and in developed (richer) countries and producers (makers) from under developed (poorer) countries is based on fair prices to ensure they can improve their quality of life. I know that the main Fairtrade products are bananas, cocoa, coffee, sugar, tea, honey, herbs and spices, nuts, oils, quinoa, rice, fruit/juices, vegetables, wine and cotton. Know that Fairtrade means that extra money is paid on top of the selling price to help with community projects in under developed (poorer) areas. Know that Fairtrade means that farmers receive decent working conditions and a ban on discrimination, forced labour and child labour. Fairtrade means farmers access to advance credit (money) ahead of harvest time so they don’t run out. Fairtrade means farmers are able to plan more for the future with more security and stronger relationships with buyers. 	<ul style="list-style-type: none"> I know that the food groups are carbohydrates, fats (oils and spreads), fruit and vegetables, protein (meat) and dairy. I know that eating each of these groups in moderation will create a healthy diet. Know that we can use land for different things: To know that land can be used to produce things we eat. To know land can be used to grow grass which only animals like cows and sheep can graze, which produce dairy products (milk, cheese, etc.) or meat for us to eat. To know land is also needed to grow other crops like maize for animals to eat. Know that Some crops can also be used for building materials and other things. Know that most of the land in the UK is currently used for farming. This means it is used for things like growing crops and grazing animals. Know that different crops grow in different seasons. Know that there are different types of farming vegetable, poultry, arable and livestock. <p><u>Know the vegetable farming process</u></p> <ul style="list-style-type: none"> Farmers plough the soil in preparation for the seeds to be sown. A seed drill is used to plant the seeds into the earth. The holes are covered with earth, and rain and sunshine help the plants to grow. When the vegetables are ready, they are harvested. Some vegetables are harvested by hand and others my machine. The vegetables are then sold to shops or at markets. <p><u>Know the poultry farming process.</u></p> <ul style="list-style-type: none"> Chicks come to the farm and are fed a special diet with water.

	<ul style="list-style-type: none"> • Know that beans and corn are grown in dry climates. • Know that the main crops that are grown in the UK are wheat, barley, oats, potatoes, sugar beets, fruits and vegetables such as onions, carrots, apples and pears. The livestock that is raised include cattle and sheep. • 	<ul style="list-style-type: none"> • Fairtrade benefits people all around the world such as people from South America, the Caribbean, Africa and India. 	<ul style="list-style-type: none"> • At 18 weeks old, the chicks are called pullets and taken to breeding farms. • The birds mix with roosters and start laying eggs. The eggs are collected and taken to the hatchery where they are kept warm. • After about 21 days, the eggs hatch. They are checked to ensure they are healthy. The chicks are sprayed with medicine to protect them from diseases. • They are taken to farms and grown to different weights. <p><u>Know the fish farming process</u></p> <ul style="list-style-type: none"> • Some fish are caught for food by fishermen out at sea. • The fish is packed in ice to keep it fresh. It is brought back to the docks, where it is sold to shops. • The fish might be filleted when you buy it. This means the best parts are kept and other bits are thrown away. <ul style="list-style-type: none"> • Know that livestock farming is the rearing of animals for food and other purposes. • Know that arable farming is growing crops in fields which have been ploughed before planting. <p><u>Effects of Environment</u></p> <ul style="list-style-type: none"> • I know that food can be transported to the UK through the ferries, trains, container ships, aeroplanes and lorries. • Know the journey from farm to fork. Wheat fields, factory, lorry, supermarket, cupboard and then eat. • Know that the choices we make about what we eat affect what we can use land for. For example, if we eat less meat or dairy, we won't need as much land to graze animals or grow the food they eat. This would mean we could use it for something else (e.g. growing crops or trees). • Know what we eat also affects the environment in others way through how much we eat and waste, how food is produced, and how far it is transported. • Knowing that eating food from climates different from our own will be more expensive to transport meaning it'll have a worse impact on the environment. • Know that some types of foods are worse for the environment such as red meat (e.g. beef, lamb) and dairy (milk, cheese, etc.) This is because they produce a powerful greenhouse gas called methane. • Know that white meat (e.g. chicken) and fish, vegetables and fruit are better for the environment. • Know by being vegetarian or vegan would help improve the environment due to fruits and vegetables having the least impact on the environment. • Know that if everyone changed their diet it would impact the meat and dairy industry. Farmers who produce meat would lose money and wouldn't be able to afford to work. • Buying local fruits and vegetables in season will help the environment. • Know that avoiding takeaways and processed foods such as crisps, pies, sausages, biscuits and soft drinks are better for the environment as they use more packaging.
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Year 3 – Rivers and Mountains

VOCABULARY

river, mountain, slope, stream, coast, lake, rainfall, flooding, habitat, natural, source, downstream, mouth, pollution, estuary, canal, waterway, flow, valley, dam, barrier, reservoir, floodplain, summit, range, slope, plateau, snow line, tree line, face, base, population, river bed, valley, foot, fold mountains, fault back mountains, volcanic mountains, dome mountains, plateau mountains, Mount Everest, avalanche, landslide, altitude sickness, power cut, renewable. Fuel, species, chemical, pollution,

Key Knowledge

Map Knowledge

- Identify the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.
- Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica.
- Know that the Pacific Ocean is the largest body of water, covering 1/3 of the world's surface.
- Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.
- Locate these bodies of water on a map.

Coordinates - A point on a grid has two numbers to identify its position. These numbers are known as coordinates. Coordinates are always written as the number of steps across first, then the number of steps up or down. Grids have two axes. The horizontal axis is called the x-axis and the vertical axis is called the y-axis. These axes can be used to find a point on a grid. To find a coordinate go across to find the first number and then go up to find the second number.

Compass - A compass is an important tool for map readers. It tells us which way is north and where to find east, south, and west. Together, these are known as the four cardinal points of the compass. You can make your compass more accurate by adding more points to it. By drawing a line in between each of the cardinal points, you can create an eight-point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW).

Use coordinates and compass directions to describe the location of rivers and mountains.

Rivers

- Understand that a river is a large natural stream of water flowing in a channel to the sea, a lake, or another river.
- Know that water always flows downstream, which means it flows downhill towards the sea.
- Understand that where the ocean or sea meets land, is called the coast.
- Know that a sea is smaller than an ocean.
- Use arrows on a map of UK rivers to show the direction of water flow.
- Know that a stream is a small, narrow river.
- Know that a canal is a man-made waterway, which is used by boats and ships to transport goods across land.
- Know that an estuary is where a river meets the ocean and the river and ocean mix.
- Know that the mouth of a river is the end of it, where it meets the sea, a lake or another river.
- Know that the source of a river is where it starts.
- Know that a tributary is a small river or stream that joins a bigger river.
- Know that the riverbed is the bottom of the river and it is usually made of sand, rocks or mud.
- Know that the current is the strength and speed of a river.
- Know that rivers have a starting point where water begins its flow. This source is called a headwater.
- The headwater can come from rainfall or snowmelt in mountains.
- The other end of a river is called its mouth, where water empties into a larger body of water, such as a lake or ocean.
- To know rivers don't travel in straight lines. This is because rivers have to avoid obstacles as they flow downhill and people have altered river courses over time.
- To know a dam is any barrier built to hold back water. Water held behind the dam is usually held in a reservoir.
- To know why people would want to block the flow of water. To control the flow to prevent flooding and to generate power.
- Know that the River Nile is the longest river in the world. (Link to Ancient Egypt)
- Know the five longest rivers in the world:
 - Nile (6700km) Africa
 - Amazon (6400km) South America
 - Yangtze (6300km) Asia
 - Mississippi-Missouri (6000km) North America
 - Yenisei-Angara-Selenga (5500km) Europe/Asia
- Know the five longest rivers in the UK:
 - Severn (354km) - Shrewsbury, Worcester, Gloucester, Bristol
 - Thames (346km) - London
 - Trent (298km) – Nottingham and Derby
 - Great Ouse (230km) Milton Keys (other places aswell)
 - Wye (215km) - Hereford
- Plot the longest 5 rivers/cities on a map of the UK.
- Know that the main river through Barnsley is the River Dearne (52km)
- Know that rivers can be used in different ways. Know that fisherman, factory owners, power generation companies, tourists and water sport groups use rivers in different ways.

Group	How they use the river	Positive effects	Negative effects
Fishermen	For leisure. Some catch fish to eat.	Fish populations controlled. Presence may prevent vandalism / damage.	May leave litter. Over-fishing some species.

Mountains

- There are five types of mountain
- Fold mountains are when the rock of the Earth's surface is pushed up to create mountains.
The Alps are fold mountains.
 - Fault back mountains are when cracks in the Earth's surface open up, large chunks of rock can be pushed up while others are pushed down. This creates mountains with a long slope on one side, and a sharp drop on the other.
 - Volcanic mountains are formed around volcanoes. Volcanic mountains are made of layers of ash and cooled lava.
 - Dome mountains are smooth and round-looking.
 - Plateau Mountains are different from the other mountain types. They form because of materials being taken away which has left deep valleys or gorges next to high cliffs.
- Mount Everest is the highest mountain in the world. It is in the Himalayas, China and is 8848metres high.
 - Kilimanjaro is the largest extinct volcano in the world and Africa's highest mountain, standing at 5963 metres.
 - Snowden is the highest mountain in Wales, with a height of 1085 metres
 - Ben Nevis is the highest mountain in the British Isles, standing at 1344 metres. It is in the Scottish Highlands
 - Know that the base is the bottom of the mountain.
 - Know that slope is **the side of a mountain, hill, or valley where it increases in height.**
 - Know that the summit is the top of the mountain.
 - Know that the snowline is where snow and ice cover the mountain all year around.
 - Know that the plateau is an area of high flat ground.
 - Know that the face is the side of the mountain.
 - Know that the foot is the bottom of the mountain.
 - Know that mountains can sometimes be a source of a river.

To know the risks of living in a mountainous area

- Low temperatures causing hypothermia
- Bad weather can cause you to be stranded or causing road accidents
- Bad weather causing power cuts
- Avalanches or landslides
- Altitude sickness
- Wild animals
- Poorer access to medical facilities, schools, etc.

Know the reasons why people visit mountains.

- The view
- Keeping fit
- The challenge
- To raise money for charity
- Skiing
- Wildlife spotting
- Taking photographs
- Climbing

	Factory Owners	For transporting goods Powering machinery	Sections of the river bed maintained so sections of the riverbed are maintained.	Chemicals and dirty water flushed back into the river after the water is used.	
	Power Generation Companies	To generate power	Water is renewable so it means less pollution of other fuels (eg. Coal and gas) Energy made can be provided more cheaply.	Rivers habitats may have to change for the power companies to run efficiently. This could reduce the river habitat.	
	Tourists / Water Sport Groups	Leisure pursuits Rowing Transportation Walking Routes	Investment in the area Might help protect the local environment	Litter Pollution from boats including noise pollution. This may cause animals to leave their habitat. Quality of water may decrease.	

Year 4 – Europe (Italy)					
VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay, Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature, volcano, Christianity, population, island, canal,</p> <p>New vocabulary - Mediterranean, humid, mild, landform, urban, rural, fertile, million, thousand, lagoon, traditional, grid reference, eastings, westings, horizontal, vertical, preserved, tourism. landmark</p> <p>Mediterranean Sea, Alps, Lake Garda, The Apennines, volcano, Mount Etna, molten rock, gas, steam, ash, Mount Vesuvius, Mount Stromboli, Roman Empire, Milan, Venice, Adriatic Sea, Leonardo Da Vinci and Michelangelo, Colosseum, Rome, Sardinia, Sicily, San Marino, Vatican City, Roman Catholic, pope, Pompeii, Duomo di Milano, Leaning Tower of Pisa,</p>	<p>-Begin to use 4-figure grid reference to locate features on a map.</p> <p>-Recap need for keys and standard symbols.</p> <p>-Make own maps of real places with increasing accuracy (Rome).</p> <p>-Use a variety of maps of different scales to locate places.</p>	<p>Use a range of sources to respond to a range of geographical questions in relation to the location of volcanoes.</p> <p>-Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Review <i>Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</i></p> <p>Locate the main countries and capital cities of Europe including Russia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p>	<p>Describe and understand key aspects of human geography including economic activity trade links. (tourism near volcanic areas)</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes (ring of fire).</p>

Key Knowledge

Map Knowledge

Physical Geography

Human Geography

- Identify the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.
- Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australasia/Australia and Antarctica.
- Understand that climate is the weather in a location over a long period of time. Know that Italy is warmer than the UK as it is further South, closer to the equator.
- To know Europe is one of the seven continents of the world.
- To know a continent is a large solid area of land.
- To know a continent is made of several countries.
- Know that the Earth is split into the Northern and Southern Hemisphere.
- Know that the equator
- Know that the UK is in the Northern Hemisphere.
- Understand that the earth has an imaginary line around the middle of it, this is called the equator.
- To know Italy and Europe are in the Northern Hemisphere.
- To know a country is land that is controlled by a single government.
- To know a capital city is a region where the country's government is located.
- Know capital cities in the UK and locate these cities on a map of the UK: London, Cardiff, Edinburgh and Belfast.
- To know that some of the main countries in mainland Europe are France, Germany, Spain, Portugal, Belgium, Netherland and Italy.
- To know Greece is a country in Europe (Link with history topic)
- To locate countries and their capital cities on a map.
- Use a world map, map of Europe and a map of Italy to locate key places.
- Know that Italy is located within the continent of Europe.
- Know that Italy is located in Southern Europe in an area called the Mediterranean.
- Understand that the area is called this, as it surrounds the Mediterranean Sea.
- Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe.
- Know that Italy has two large islands: Sardinia and Sicily.
- Recognise that Italy is often compared to the shape of a boot with the island of Sicily at the end of the 'boot'. Using knowledge of how to use an atlas and map reading, locate Sardinia and Sicily on a map of Europe.
- Understand that within Italy, there are two small countries which govern themselves: San Marino and The Vatican City.
- Using knowledge of how to use an atlas and map reading, locate San Marino and The Vatican City on a map of Europe.
- Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian)
- Listen to the national anthem (<http://anthemworld.com/italy.html>)
- Know that grid reference is a grid of squares that help the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction.
- Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square.
- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.
- Use 4 point grid reference to identify the location of different areas on a map of Italy.
- Use Flyover on Apple Maps to create their own version of a map of Rome with use of symbols/key.

- Know that Italy has a Mediterranean climate which has mild winters and hot, dry summers.
- Know The north of Italy is generally cooler (especially in the mountains) and can get snow in winter.
- Know that a coast is where the land and sea meet. Know that Italy has a large coastline. Know that the Italian coast is a mixture of sandy beaches and rocky cliffs.
- Know that a mountain is a large landform that rises above the surrounding land. Know that there are two mountain ranges: 1. The Alps which cut across the top of the country. 2. The Apennines mountains stretch south down the entire length of the country.
- Know that a lake is a large body of water. Know that there are long, thin lakes located in the north of Italy.
- Understand that these lakes can be found dotted between the Alps. Know that the largest of these lakes is Lake Garda.
- Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of. Know that there are 3 active volcanoes in Italy: 1. Mount Etna (which is the tallest active volcano in Europe) 2. Mount Vesuvius 3. Mount Stromboli Understand that active means they have had at least one eruption during the past 10,000 years. Understand that these volcanoes contribute to farming in the region, as the land around them is fertile and things grow easily there. (This can be linked to the Volcanoes topic)

- Know the Italian is spoken in Italy.
- Know that the religion of Italy is Christianity.
- Know that the population of Italy is around 60 million people (similar to UK's 66million people).
- Know 3 key cities in Italy:
- Rome is the capital city of Italy. Rome was the capital of the Roman Empire, meaning that in the city there are still remnants of this time. Buildings in the city are a mix of ancient and modern. (Use Apple Flyover to locate landmarks) The population of Rome is 4.2 million people.
- Milan is a city in the North of Italy Milan is famous around the world for fashion and design. The population of Milan is 3.1 million people.
- Venice is a city in North-eastern Italy. It is built on more than 100 small islands in a lagoon in the Adriatic Sea. Venice is unique because the city doesn't have roads. Instead, there are canals throughout the city and people travel on boats. The population of Venice is around 270,000 people.
- Know that Italy is famous for its art, architecture, and culture. Know that famous Italian painters include Leonardo da Vinci and Michelangelo.
- Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children.
- Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil. L
- Know that the Colosseum Rome which is also called Flavian Amphitheatre. It is a giant amphitheatre built in the Ancient Roman times. It was built almost 2000 years ago.
- Know that the Vatican City is its own country near Rome. It is the smallest country in the world. It is the headquarters of the Roman Catholic church and is home to the Pope.
- The Grand Canal is the main waterway through Venice.
- Pompeii is a preserved ancient Roman city. Nearly 2000 years ago Mt Vesuvius erupted, leaving neighbouring cities under ash. This preserved the cities exactly as they were.
- To know that the Duomo di Milano is the Cathedral of Milan.
- Leaning Tower of Pisa is a tower which is famous for leaning to one side.
- Know that tourism is very important in Italy. Know that tourists are people who visit a place for pleasure.
- Know that there are around 62 million tourists who visit Italy each year - this is larger than the population of Italy.
- Understand that when visiting Italy, tourists like to: 1. Visit landmarks and cities 2. Visit coasts and sea 3. Visit mountains - especially for skiing in the winter. (Link back to Y3 unit)

Year 4 – Volcanoes and Earthquakes

VOCABULARY

Magma, lava, explosion, Ring of Fire, mantle, molten rock, temperature, Celsius, tremor, upper mantle, eruption, sill, vent, volcano, lava, crust, extinct, core, dormant, ash, active, crater, conduit, aftershock, epicentre, landslides, Richter scale, tsunami, plate landscape, ash, jolt, boundary, tectonic plates, magnitude, tremor, seismic wave, Mercalli scale, avalanche, floods, hurricanes, tornadoes.

Key Knowledge

Structure of the Earth

- Know the structure of the Earth - crust, mantle, outer core and inner core.
- Know that the crust is a layer of rock around the Earth.
- Know that the mantle forms about half of the Earth.
- Know that the upper mantle is hard but there is magma (liquid rock) beneath.
- Know that the core is mostly made of iron.
- Know that temperatures at the core can reach 5500oc.
- Know that the earth's crust is made up of different pieces, called tectonic plates.
- Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move.
- Know that the edges of plates, where two plates meet, are called fault lines or faults.
- Understand that the edges of these pieces rub against each other and this can cause sudden movements which can lead to earth tremors or earthquakes.
- **Know that Fold mountains occur when tectonic plates collide. Know that the edges of the plates crumple as they are pushed together. The rock of the Earth's surface is pushed up to create mountains. The Alps are fold mountains. (Link back to Europe unit)**
- **Know that volcanic mountains are formed around volcanoes. Volcanic mountains are made of layers of ash and cooled lava.**
- **Know that dome mountains are smooth and round-looking.**
- **Know that they are formed when magma is forced up between the crust and the mantle, but doesn't ever flow out. Know that the magma makes the land bubble up like a balloon.**

(Link back to mountains unit in Y3)

Volcanoes

- Understand that a volcano is an opening in the earth's crust from which hot molten rock, gas, steam and ash from inside the Earth, sometimes burst out of.
- Understand that the openings in the earth's crust are along fault lines, where the different plates meet.
- Know that volcanoes form when magma reaches the Earth's surface, causing eruptions of lava and ash.
- Know that volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it.
- Know that magma is extremely hot liquid rock.
- Know that lava is what we call magma when it is above ground.
- Know that as lava cools it forms solid rock.
- Know the causes of a volcanoes: 1. Magma rises through cracks or weaknesses in the Earth's crust. 2. Pressure builds up inside the Earth. 3. 4. When this pressure is released, magma explodes to the surface causing a volcanic eruption. 5. Over time, after several eruptions, the rock builds up and a volcano forms.
- Know that the word volcano originates from the name for the Roman god of fire, 'Vulcan'
- Know the structure of a volcano including magma chamber, main vent, secondary vent, secondary cone, crater.
- Know how to label a diagram of a volcano.
- Know that sometimes when a volcano erupts under the sea an island can form (e.g. Galapagos islands in the Pacific Ocean)
- Know that volcanoes can be described in terms of activity and can be: Active - A volcano that has erupted recently and is likely to erupt again. Dormant - A volcano that has not erupted for a long time, however, it may still erupt in the future. Extinct - A volcano that erupted thousands of years ago and will probably never erupt again.
Positive and Negative Effects (Use this as a discussion/written piece)
- Know that volcanic eruptions can have a devastating effect on people and the environment. However, volcanoes can also have a positive impact on an area. These positive impacts can help to explain why people choose to live near volcanoes.
- The dramatic scenery created by volcanic eruptions attracts tourists. This brings income to an area.
- Know that many lives can be lost as a result of a volcanic eruption.
- Know that human and natural landscapes can be destroyed and changed forever.
- Know that the lava and ash deposited during an eruption breaks down to provide valuable nutrients for the soil. This creates very fertile soil which is good for agriculture.
- Know that if the ash and mud from a volcanic eruption mix with rain water or melting snow, fast moving mudflows are created. These can be dangerous.
- Know that when volcanoes erupt underwater, islands can form which otherwise wouldn't have existed. E.g. The Galapagos Islands, Hawaii Gases released from volcanoes can suffocate animals and people.
- Use maps to locate and discuss the location of volcanoes.
- **Know that there are 3 active volcanoes in Italy (Link with Europe Topic)**
- **1. Mount Etna (which is the tallest active volcano in Europe)**
- **2. Mount Vesuvius**
- **3. Mount Stromboli**
- Understand that active means they have had at least one eruption during the past 10,000 years.
- **Know that Mount Etna is located in Sicily and is one of the largest volcanoes on Earth.**
- Using knowledge of how to use an atlas and map reading, locate Sicily and Mount Etna on a map.
- Know that there were large eruptions in 1669, 1971, 2017.
- Know that about a quarter of the population of Sicily live near Etna.
- Know that this is because the soil is very fertile as a result of the volcanic activity and this ensures good conditions for growing citrus fruit, such as lemons and limes.
- Know that many people from around the world come to see Mount Etna bringing money into the economy. This is an example of tourism.
- Know that the people living near Etna look for warning signs such as an increase in temperature near the volcano, an increase in gas being released or a change in the shape of the volcano.
- Know that when an eruption is expected sometimes people are evacuated from their homes.

Earthquakes

- Know that earthquakes are a violent jolt that shakes the land.
- Know that Earthquakes are caused when the earth's tectonic plates suddenly move.
- Understand that tectonic plates are edges of the Earth's crust.
- Know that earthquakes or earth tremors are caused when two edges of the earth's crust rub against each other.
- Know that most earthquakes occur near the tectonic plate boundaries.
- Know that earthquakes are measured on the Richter Scale.
- Understand that some earthquakes are small and we can barely feel them, whereas other earthquakes are much stronger and can cause lots of damage.
- Understand that places located along the fault line frequently experience earthquakes, as this is where the most plate movement happens.
- Know that many earthquakes are very small and unnoticeable.
- Know that these earthquakes might cause: things to fall off shelves, pictures to fall off walls, furniture to move and trees and telegraph poles to sway.
- Understand that occasionally stronger earthquakes happen and these can be very dangerous.
- Know that these earthquakes might cause: roads to be damaged, cracks to appear in the ground, buildings to be damaged or destroyed.
- Understand that the place directly above the ground where the earthquake starts is called the epicentre.
- Understand that the further you are away from the epicentre, the less you feel the earthquake.
- Know that a tsunami is a giant wave caused by a huge earthquake under the ocean.
- Know that the earthquake causes a large amount of water to be displaced very quickly causing a series of waves. As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives.
- Tsunami Know that Tsunami is a Japanese word which means 'harbour wave'.
- Know that a tsunami is a large sea wave caused by a large volume of water, being moved.
- Know that they are often caused by earthquakes happening under the ocean.
- Know that a tsunami looks like a very large wave. Understand a tsunami flows onto the land in large waves, causing destruction and flooding.

Overview of other natural disasters

- Know that an avalanche is a large mass of snow that falls down the side of a mountain.
- Know that floods are a large amount of water covers an area which is usually dry, for example when a river flows over its banks Know that forest fires are large, uncontrolled fires in a forest or wooded area.
- Know that hurricanes are an extremely violent wind or storm.
- Know that a tornado is a violent windstorm consisting of a tall column of air which spins round very fast and causes a lot of damage.
- Study photos and videos of these phenomena.

Year 5 – South America

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England, continent, ocean harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay, Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature, volcano, Christianity, population, island, canal, Mediterranean, humid, mild, landform, urban, rural, fertile, million, thousand, lagoon, traditional, grid reference, eastings, westings, horizontal, vertical, preserved, tourism. land form, renewable,</p> <p>New geographical vocabulary: development, annual, recyclable, latitude, longitude, parallel, economy, trade, agriculture, forestry, industry, mining, biome, destination, deforestation, biodiversity, contaminate,</p> <p>SPECIFIC South America, Brazil, Argentina, Chile, Colombia, Peru, Paraguay, Suriname, Ecuador, Bolivia, Uruguay, Venezuela, Amazon River, Amazon, rainforest, basin, tributary, fair-trade, deforestation, urbanisation, sustainable, tropical, Tropic of Cancer and Capricorn, Equator, Climate, Rainfall, temperature, sustainable, Arctic and Antarctic circle, climate, landscape, Greenwich Meridian, Portuguese, Brasilia, Rio de Janeiro, Copacabana Beach, Christianity, Rio Carnival, Desert, Savannah, Woodlands, Grasslands, Tundra, Fairtrade, palm oil, greenhouse gas, Amazonas, Manaus,</p>	<p>-Use 4-figure grid reference to locate features on a map in South America</p> <p>-Draw a map using symbols and a key, awareness of OS symbols</p> <p>-Measure straight line distance on a plan</p> <p>-Draw a variety of thematic plans, based on own data</p> <p>-Compare large-scale map and vertical photo, select maps for a purpose</p>	<p>-Draw on their knowledge and understanding to suggest suitable geographical questions for study such as deforestation.</p> <p>-Use a range of geographical skills and evidence to investigate places.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Compare with South America)</p>	<p>Review Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator and N. and S. Hemisphere.</p> <p>Identify the position and significance of Tropics of Cancer and Capricorn, lines of latitude/longitude and Arctic and Antarctic Circle. (Exploration)</p> <p>Locate the main countries and principal cities in South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America.</p> <p>Identify the position and significance of On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes (link to work on Rainforest)</p> <p>Human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources. (Focus on impact of deforestation and urbanisation)</p>

Key Knowledge

Map Knowledge	Amazon Rainforest / Deforestation	Amazonas
<ul style="list-style-type: none"> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica. To know a continent is a large solid area of land. To know a continent is made of several countries. To know a country is land that is controlled by a single government. Know that South America is one of the seven continents. Know and locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Know that the Earth is divided into lines of longitude and latitude. Know that lines of latitude run parallel to the equator. Lines of latitude describe positions north and south of the Equator. Know that the Equator is a line of latitude. Know where the Equator is located and the impact this has on temperature. Know that the equator is an imaginary line drawn around the world. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator. Know the location of the equator and the Tropics of Cancer and Capricorn. Know that these are lines of latitude. Identify Northern and Southern Hemispheres. <p><u>South America</u></p> <ul style="list-style-type: none"> Know that most of South America is located in the Southern Hemisphere. Use directional language to describe the location of South America in relation to the UK. Know that Brazil is the largest country in the continent of South America. Know the names of South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Perú, Suriname, Uruguay, Venezuela. Label these countries onto a map. Choose appropriate maps to view South America, Brazil and the Amazon. 	<ul style="list-style-type: none"> Know that the Amazon River and the Amazon rainforest are located in South America. Understand that the river is 6,400 kilometres long and flows through the rainforest. (Know that a kilometre is a thousand metres) Know that it is the second longest river in the world (the longest is the Nile in Egypt). Know that the Amazon River flows through Brazil. Know that there are no bridges that cross the river so people must use boats. Know that a bird's eye view or aerial photographs are taken from above. Look at bird's eye view images of the Amazon river. Here are four of the main climate zones in the world tropical, temperate, dry and polar. Understand the Amazon has a rainforest biome. located along the equator, due to the amount of sunshine and rainfall these areas have. Understand the Amazon Rainforest is located in the north of South America, along the equator. Know that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana. Know that the majority of the Amazon Rainforest is located within Brazil. Know that rainforests also exist in: North America, Africa, Asia and Australia/Australasia following the equator. Know that tropical rainforest biomes contain more species of animals and plants than any other biome. Understand that tropical rainforests have a hot and wet climate all year round. 	<ul style="list-style-type: none"> Comparing the State of Amazonas and Barnsley Understand the State of Amazonas is located in North West Brazil. Identify the State of Amazonas on a map of Brazil. 98% of the State of Amazonas is almost covered by the Amazon Rainforest. The entire state is located in a rainforest biome. Barnsley is located within a woodland biome. Amazona's weather is very hot and wet all year round. The average temperature varies very little by season, it remains around 28 °C. The North of England's weather is cold in winter and warm in summer. The average temperature is 12 °C. The State of Amazonas is inland and has no coast. Barnsley is also inland and has no coast. The main river through the State of Amazonas is the Amazon River which is 6575m long. The main river through Barnsley is the River Dearne which is 520m long. There are a few cities and hardly any towns. Many people live in small communities within the Amazon Rainforest. There are lots of settlements in the Yorkshire, People live in mixture of cities, towns and villages. The largest city is Manaus. Over half the population live in Manaus. The population in the State of Amazonas is 3.7 million. (Despite the State of Amazonas being 111 times bigger than North West

- Using a map of South America, measure the straight line distance between Brasilia and Manaus.
- Pinpoint the location of both places. Get a blank piece of paper and position the paper so the paper goes along the line where the two places are. Make a mark on the piece of paper where the two places are. Using the scale of the map to compare the distance with the scale to work out the distance between the two places.
- Use directional language and lines of longitude/latitude to describe the location of South America, Brazil and the Amazon Rainforest.
- Know that lines of longitude run from the top of the Earth to the bottom, and divide up the Earth.
- Know that the line going through London, called Greenwich Meridian, is the starting point at zero degrees.
- The other lines show how many degrees east or west of the Meridian you are.
- Know the compass directions: North, South, East, West. Understand directional language: near, far, left, right, forward, backward. Know how to use directional language to describe locations of continents and oceans and routes from one continent to another. e.g. Africa is south from Europe
- Know the five longest rivers in the world:
- Nile (6700km) Africa 2. Amazon (6400km) South America 3. Yangtze (6300km) Asia 4. Mississippi-Missouri (6000km) North America 5. Yenisei-Angara-Selenga (5500km)
- Know that the Amazon River is located in South America.
- Know that the river starts in the Andes Mountains of Peru and travels through Ecuador, Colombia, Venezuela, Bolivia, and Brazil before emptying into the Atlantic Ocean.
- Understand that the Amazon River is so long, that it flows through completely different environments and landscapes on its journey to the sea. Understand that the Amazon River flows through the Amazon Rainforest.
- Using knowledge of how to use an atlas and map reading, plot the Amazon River on a map.

Biomes

- Know that biomes are areas of the planet with similar climates, landscapes, animals and plants.
- These zones are determined by latitude.
- Know that a biome is a large area of the earth that has its own environment.
- Know that animals, plants, physical features and climate together make the environment.
- What lives in each biome depends on:
 1. how warm or cold it is
 2. how dry or wet it is
 3. how fertile the soil is
- Know that there are six main biomes.
 1. Rainforest

Tropical rainforests are hot and wet all year round.

They are home to half of all the different types of plants and animals on the planet.

2. Deserts

Deserts are dry all year round.

Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler.

3. Savannah

The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. It is home to lots of different types of animals such as elephants, zebras and wildebeest.

4. Woodlands

Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found.

The climate is warm and mild, with more rain falling in the winter than in the summer.

5. Grasslands

Grasslands are areas of land that are vast and open. Grasses are the main plants.

The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos all live in grasslands.

6. Tundra

The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.

- Know that grid reference is a grid of squares that help the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in a northerly direction.
- Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square.
- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

Use 4 point grid reference to identify the location of different areas on a map.

<https://www.tes.com/teaching-resource/using-4-and-6-figure-grid-references-to-locate-brazilian-cities-ks2-12390454>

- Know that climate refers to 'the weather conditions in an area over a long period of time.'
- Know that the Amazon rainforest is the largest tropical rainforest in the world and over half of it is located in Brazil.
- Know that the Amazon Rainforest has a hot, humid climate. Humid means 'very hot and damp'.
- Know that climate refers to 'the weather conditions in an area over a long period of time.'
- Understand that tribes of people still live here and have no contact with the outside world.
- Understand that humans have damaged many areas of the rainforest through chopping down trees to use the wood to make things or to clear the land to build on. Removing trees in this way is called deforestation.
- Know that deforestation is a problem in the Amazon Rainforest, as it means animals lose their habitats and can't survive.
- Understand the term 'deforestation' as 'the action of clearing a large area of trees'.
- Understand that forests are cut down for two reasons:
 1. So that the wood from trees can be sold, as it is a valuable natural resource. The rainforest is home to a unique variety of tree species. Hardwoods such as teak or mahogany are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace. Some wood is also used for making paper, building materials or used as fuel.
 2. To clear land for farming. Cattle grazing: this provides meat for restaurants and supermarkets. Crops: such as sugar cane and palm oil.
- Know that every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this rate continues, there will be no rainforests in 100 years.
- Understand the impact of deforestation including:
 1. Lack of biodiversity: The number of different species becomes smaller. Climate change: Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming.
 2. Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.
 3. Habitat loss: Animals and plants lose their home so some may become endangered or extinct.
 - Understand that it is important that humans act to save the rainforest.
 - Understand that we can help protect the rainforest in a number of ways:
 1. Planting new trees in locations where the forest has been cut down.
 2. Create protected parks within the rainforest, to stop the tree from being cut down in those areas.
 - Understand that there are ways in which everyone can help protect the rainforest:
- Understand that tropical rainforests are 1. Buying Fair Trade products as these will ensure that the rainforest was not damaged in the making of the product.
- 2. Don't buy products containing palm oil, as this is one of the items grown in deforestation areas.

of England) The population in Barnsley is 96,888 (2021 census) and the population in South Yorkshire is 1,374,655. The population of the UK is 67.3million. (Despite the State of Amazonas being 23 times bigger than the UK)

- There are very few buildings outside of the cities. People live in huts within the rainforest. There are lots of buildings all over Yorkshire and the UK.
- People live in houses, which are usually made of brick.
- There are only two main roads travelling through the State of Amazonas.
- There are many roads and motorways which connect the cities, towns and villages in the North of England.
- Understand the differences the maps show of the State of Amazonas and the North of England.
- Compare the differences between: Roads, Settlements and Green Space.
- Understand that there are different types of settlement, depending on how many people live and work there.
- Understand that within the Amazon rainforest, there are different types of settlement.
- Understand that there are developed areas with a few cities and towns, where there is a high population.
- Understand that people living outside of the cities and towns, live in undeveloped, small settlements within the rainforest.
- Understand that many of these settlements are nomadic, meaning that people move around and don't stay in one area for too long.
- Understand that tribes living in the rainforest often use the natural resources in an area and when they have run out, they move their settlement to a new area with more resources.
- Compare these two types of settlements within the Amazon Rainforest and the impact that might have on way of life:
 - Manaus Yanomami Tribe Settlement Type: City Small Settlement Population: Around 1.8 million people Around 38,000 people Location: North-western Brazil Mountains of Northern Brazil Houses: Some people live in wooden houses. These houses are built on stilts, to avoid flooding from the Amazon River. Other people live in modern flats and buildings. They live in large circular communal houses called yanos or shabonos. Some of them have up to 400 people living in them. They use a central area of feasts, ceremonies and games. Food: People buy food from shops to eat. Men hunt for game like peccary, tapir, deer and monkey. No hunter ever eats the meat that he has killed. Instead, he shares it out among friends and family. In return, he will be given meat by another hunter. Women tend to crops and collect nuts to eat. Transport: People travel on roads by car and bus or on the river by boat. There are no roads, people travel on foot. Work: People have jobs to pay for their houses and food. People don't have jobs; they complete tasks needed by their community.
 - Everyone shares their food and housing.

Fieldwork – Comparing Kexborough drawing thematic plans of the local area (Potentially the park)

Year 5 – Exploration (LINKED WITH HISTORY UNIT)

VOCABULARY

Northern Hemisphere, Southern Hemisphere, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean, Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica, equator, North and South pole, continent, ocean and temperature, climate, tropical, temperate, dry, polar, biome, rainforest, desert, savannah, woodlands, grasslands, Tundra, Arctic, Antarctic, Celsius, Antarctic and Arctic Circle, Longitude, Latitude, Tropic of Cancer, Tropic of Capricorn, Eastern and Western Hemisphere, Russia, Denmark, Norway, Sweden, Finland, North America, Canada, exploration, fertile, Meridian,

Key Knowledge

Map Knowledge	Biomes (RECAP FROM PREVIOUS TOPIC)	Arctic / Antarctic	Exploration
<ul style="list-style-type: none"> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica. To know a continent is a large solid area of land. To know a continent is made of several countries. To know a country is land that is controlled by a single government. Know and locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map. Know that the Earth is divided into lines of longitude and latitude. Know where the Equator is located and the impact this has on temperature. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle. Know that these are lines of latitude. Know that lines of longitude run from the top of the Earth to the bottom, and divide up the Earth. Know that the line going through London, called Greenwich Meridian, is the starting point at zero degrees. The other lines show how many degrees east or west of the Meridian you are. Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. Know that anything west of the Prime Meridian is in the Western Hemisphere. 	<ul style="list-style-type: none"> Here are four of the main climate zones in the world tropical, temperate, dry and polar. These zones are determined by latitude. Know that biomes are areas of the planet with similar climates, landscapes, animals and plants. Know that a biome is a large area of the earth that has its own environment. Know that animals, plants, physical features and climate together make the environment. What lives in each biome depends on: <ol style="list-style-type: none"> 1. how warm or cold it is 2. how dry or wet it is 3. how fertile the soil is Know that there are six main biomes. <ol style="list-style-type: none"> 1. Rainforest Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. 2. Deserts Deserts are dry all year round. Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler. 3. Savannah The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. It is home to lots of different types of animals such as elephants, zebras and wildebeest. 4. Woodlands Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than in the summer. 5. Grasslands Grasslands are areas of land that are vast and open. Grasses are the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos all live in grasslands. 6. Tundra The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow. 	<ul style="list-style-type: none"> the Arctic Circle is in the Northern Hemisphere. Know that the Arctic Circle is at north of the earth. Know that the North Pole is the most northern point and it is in the Arctic Circle. Know that two continents are within the Arctic Circle - Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland North America - USA, Canada Understand that only parts of these countries are within the Arctic Circle. Know that the Arctic Ocean is in the Arctic Circle. Using knowledge of how to use an atlas and map reading, identify these countries on a world map. Know that the Arctic only has two seasons - It has long, cold winters and short, cool summers. The winters last for about 8 months. Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months. Know that the average temperatures in the Arctic range from about 12°C in the summer to about -34°C in the winter. the Antarctic Circle is at the south of the earth. the South Pole is the most southern point and it is in the Antarctic Circle. the Antarctic Circle is in the Southern Hemisphere. Antarctica is the only continent inside the Antarctic Circle. Antarctica is in the Southern Ocean. Understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it. Antarctica's winter lasts for 8 months. Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89°C Know that the average temperatures range from about 10°C in the summer to -60°C in the winter. Know that because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile. Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years. Know that Antarctica is a continent as it is a land mass. Know that the Arctic is a block of ice and has no land mass. 	<ul style="list-style-type: none"> Know that exploration is the practice of discovering remote lands and regions of the planet Earth. Know that exploration is studied by geographers and historians. Know that everything we know today has been the result of explorers who have gone before us. Exploring is to travel through the unknown to learn or discover new information. REASONS FOR EXPLORATION – LOOK AT HISTORY DOCUMENT IMPACT OF EXPLORATION – LOOK AT HISTORY DOCUMENT.

Year 6 – Blue Planet, Green Planet

VOCABULARY	MAPS SKILLS	ENQUIRY SKILLS	FIELD WORK	PLACE AND LOCATIONAL KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY
<p><u>Previously taught geographical vocabulary</u> Near, far, house, school, shop, pond, winter, spring, summer, autumn, dry, wet, place, same, different, tree, fields, plant, travel, woodland, animal, weather, England, country, family, street, next to, river, beach, hill, bridge, sea, map, building, road, island, oceans, lake, church, Earth, pharmacy, post office, detached, semi – detached, bungalow, terraced and flat. Right, left, behind, in front of, up, down, travel, fieldwork, record, vegetation, physical feature, human feature, location, aerial, England harbour, coast, cliff, soil, port, north, south, east, west, stream, symbol, key, atlas, globe, body of water, steep, capital city, cave, bay, Northern Hemisphere, Southern Hemisphere, temperate, polar, research, design, evaluate, make, developed, producers, transport, factory, impact, environment, industry, temperature, volcano, Christianity, population, island, canal, Mediterranean, humid, mild, landform, urban, rural, fertile, million, thousand, lagoon, traditional, grid reference, eastings, westings, horizontal, vertical, preserved, tourism. land form, renewable, development, annual, recyclable, latitude, longitude, parallel, economy, trade, agriculture, forestry, industry, mining, biome, destination, deforestation, biodiversity, contaminate,</p> <p>New geographical vocabulary erosion, deposition, precipitation, weathering, biological, political, heritage, conservation, invasion, vegetation, development, erodes, degraded, atmosphere, topographical, sustainable</p> <p>SPECIFIC latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), rainforest, tundra, desert, savannah, woodlands, grasslands, natural, material, agriculture, cave, waves, migration, pollution, littering, global warming, greenhouse gas, temperature, deforestation,</p> <p>Physical weathering, chemical weathering, biological weathering,, headband, arches, stacks, stumps, spits, boarders, language, religion, culture, overfishing, microplastics, microbeads, carbon dioxide, oxygen, fertilisers, pesticides, evaporation,</p>	<p>-Use 6-figure grid reference to locate features on OS map</p> <p>-Use OS standard symbols, scale reading and drawing and comparison of map scale to draw scale plans of increasing complexity.</p> <p>-Follow route on small-scale OS map and describe features seen</p>	<p>Identify relevant geographical questions.</p> <p>-Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>Reach plausible conclusions and present their findings both graphically and in writing.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Review: Name and locate the world's seven continents and five oceans. Locate and name the countries making up the British Isles, with their capital cities. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Look at how land use has changed in an area over time.</p> <p>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),</p> <p>Identify land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Describe and understand key aspects of :</p> <p><u>Human geography</u> Types of settlements in modern Britain: villages, towns, cities and distribution of natural resources.</p> <p><u>Physical geography</u> physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.</p>

Key Knowledge

Map Knowledge	Biomes/Climate	Natural Impact on our Planet	Human Impact on our Planet
<ul style="list-style-type: none"> Know the names and locations of the seven continents: Europe, North America, South America, Africa, Asia, Australia/Australasia and Antarctica. 	<ul style="list-style-type: none"> Here are four of the main climate zones in the world tropical, temperate, dry and polar. These zones are determined by latitude. Know that biomes are areas of the planet with similar climates, landscapes, animals and plants. Know that a biome is a large area of the earth that has its own environment. 	<ul style="list-style-type: none"> Know that changes to land can be caused by erosion and weathering. Know that climate is perhaps the most influential force impacting the effect of erosion on a landscape. Climate includes precipitation and wind. 	<p>Know that landscapes can change over time for many different reasons:</p> <ul style="list-style-type: none"> New houses/buildings and roads are built Old buildings are demolished or updated Areas of land may be cleared for farming or building <p>Some landscapes are important and there are things in place to stop development such as:</p>

<ul style="list-style-type: none"> To know a continent is a large solid area of land. To know a continent is made of several countries. To know a country is land that is controlled by a single government. Know and locate the five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude Understand that the Equator is a line of latitude. Know that to find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. Understand that anything lying south of the Equator is in the Southern Hemisphere. Understand that anything lying north of the Equator is in the Northern Hemisphere. Identify the hemispheres on a map. Know that the Earth is divided into lines of longitude and latitude. Know where the Equator is located and the impact this has on temperature. Know that countries near the equator are warmer than those further away from the equator. Know where the North and South Poles are located and understand that these are the coldest places on earth as they are furthest away from the equator. Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle. Know that these are lines of latitude. Know that lines of latitude start at 0 degrees at the equator and end a 90 degrees at the North and South Poles. Know that lines of longitude run from the top of the Earth to the bottom, and divide up the Earth. Know that the line going through London, called Greenwich Meridian, is the starting point at zero degrees. The other lines show how many degrees east or west of the Meridian you are. 	<ul style="list-style-type: none"> Know that animals, plants, physical features and climate together make the environment. What lives in each biome depends on: <ul style="list-style-type: none"> 4. how warm or cold it is 5. how dry or wet it is 6. how fertile the soil is Know that there are six main biomes. <ul style="list-style-type: none"> 7. Rainforest Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. 8. Deserts Deserts are dry all year round. Only a few plants might grow, such as small shrubs or cacti, because the soil is shallow and rocky. Animals come out at dusk when it is cooler. 9. Savannah The savannah is hot all year round with a long, dry season. Only grasses and shrubs grow here. It is home to lots of different types of animals such as elephants, zebras and wildebeest. 10. Woodlands Woodlands are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. The climate is warm and mild, with more rain falling in the winter than in the summer. 11. Grasslands Grasslands are areas of land that are vast and open. Grasses are the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos all live in grasslands. 12. Tundra The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow. 	<ul style="list-style-type: none"> Weathering is the process of wearing away rocks by the weather. Know that there are three different types of weathering: <ul style="list-style-type: none"> physical weathering Water gets into cracks in the rock, it can then freeze causing the water to expand creating cracks in the rock. <ul style="list-style-type: none"> chemical weathering Slightly acidic rainwater can cause a chemical reaction and over time this can dissolve some of the rock. biological weathering Caused by animals and plants. Roots can grow under rocks and cause damage, animals can wear away paths, dig holes etc. Know that erosion is where natural materials are worn away and transported by environmental features such as water, wind and ice. Know that natural materials such as rock and soil may then be transported to a different place, causing the landscape to change. Know that during the process of erosion that the wind blows loose particles away or into other rocks causing the rock to be worn away. Erosion at the coast can result in the formation of features such as sea caves, arches, bays, and coves. It can also cause the destruction of land and homes when cliffs fall into the sea. Know that vegetation can slow the impact of erosion. Plant roots adhere to soil and rock particles, preventing their transport during rainfall or wind events. Trees, shrubs, and other plants can even limit the impact of mass wasting events such as landslides and other natural hazards such as hurricanes. Know that deserts, which generally lack thick vegetation, are often the most eroded landscapes on the planet. Know that erosion is a natural process, but human activity can make it happen more quickly. Human activity altering the vegetation of an area is perhaps the biggest human factor contributing to erosion. Trees and plants hold soil in place. When people cut down forests or plow up grasses for agriculture and development, the soil is more vulnerable to washing or blowing away. <p><u>Features / Changes of Coastlines</u></p> <ul style="list-style-type: none"> Bays and Headlands – Where there is harder and softer rock, the softer rock will erode more quickly and can form bays. The harder rock erodes more slowly 	<ul style="list-style-type: none"> Listed buildings National/country Parks Green belt/conservation areas Sites of Special Scientific Interest World Heritage Sites <p>Know that many countries and borders across the world have and are still changing due to:</p> <p>Human Political Activity</p> <ul style="list-style-type: none"> Tribes claiming areas of land Invasion/war Migration of other settlers Royal/political union <p>These include the UK and other countries in Europe such as Germany, Poland and Czechoslovakia. These changes can have an impact on the borders, language, religion and culture of the country.</p> <p><u>Overfishing</u></p> <ul style="list-style-type: none"> Overfishing and irresponsible fishing practices are affecting the delicate balance of life in the seas. When too many fish are caught and there are not enough adults to breed and sustain a healthy population, the stock is overfished. Overfishing can weaken reefs and make them more susceptible to being killed due to extreme weather and climate change. This is due to there being less fish to keep the reefs clean and to help them grow. <p><u>Pollution</u></p> <ul style="list-style-type: none"> Know that pollution is the contamination of air, water or soil due to natural occurrences or human activities like oil spills and the dumping of waste in water bodies. Know that pollution can have devastating impacts on wildlife and plants. This can have an effect on global warming. Know that erosion can have an impact in pollution. Littering can have an impact on water pollution. A build-up of debris from rubbish can damage river habitats and prevent light from reaching water below the surface. Chemicals from certain items affect the water quality and oxygen levels. Plastic bags and other items can be mistaken for food by animals. Animals can also become entangled in plastic items such as fishing nets. Microplastics are particularly dangerous. These tiny pieces of plastic are less than 5mm in size. They are often found as microbeads, in toothpastes and cosmetics. When microplastics are eaten by animals such as plankton, they enter the food chain and can even reach us. <p><u>Ways to stop pollution</u></p> <ol style="list-style-type: none"> Avoid plastic where possible. Use a reusable bottle for your drinks. Say no to plastic bags and drinking straws. Invest in reusable containers and mugs. Buy unpackaged food and grow your own. Stop using wet wipes. Wear clothes made with natural fibres. Try to avoid glitter, or only use eco-friendly glitter in school. Pick up litter. Never flush plastics down the toilet. <p><u>Global Warming</u></p> <ul style="list-style-type: none"> Know that global warming (a large part of climate change) is the increase in temperature of Earth. Know that in the past century, the average temperature has risen by 1°C. This might not sound like very much, but this increase has had a huge impact on our planet. Human activity that has increased levels of greenhouse gases include the use of fossil fuels. Fossil fuels are things such as coal, gas and oil. They are burnt in power stations to make electricity and are used to run cars. When fossil fuels are burnt, carbon dioxide is released. Carbon dioxide is a greenhouse gas.
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<ul style="list-style-type: none"> • Know that anything lying east of the Prime Meridian is in the Eastern Hemisphere. • Know that anything west of the Prime Meridian is in the Western Hemisphere. • Locate places around the world using the lines of longitude and latitude (degrees) • Rivers in England, at their mouth, will flow into either the: <ul style="list-style-type: none"> • North Sea, Irish Sea, English Channel • or Atlantic Ocean. 		<p>and can form headlands in the surrounding bays.</p> <ul style="list-style-type: none"> • Arches, Stacks and Stumps- Softer or weak sections of the rock are eroded more easily. • Over time, waves cause cracks to open forming caves. • If a cave forms in a headland, it may break through causing an arch to form. • The top of the arch can weaken and may collapse into the sea leaving a stack. • Overtime, the stack will erode leaving a small stump of rock. • Spits are formed by deposition. The tide carries eroded material along the coastline. Deposits form a long, thin sandy area of land. Changing winds may cause the spit to form a hook shape. Mud flats develop on the inland side of the spit. <p>Know that many countries and borders across the world have and are still changing due to:</p> <ul style="list-style-type: none"> • Rising sea levels • Natural processes and events e.g. changing river courses, volcanic eruptions. <p><u>Impact of Erosion</u></p> <ul style="list-style-type: none"> • Farming - reduced ability of the soil to store water and nutrients making it harder to grow new crops. • Flooding • Soil erosion has led to increased pollution and sedimentation in streams and rivers, clogging these waterways and causing declines in fish and other species. • Degraded lands are also often less able to hold onto water, which can worsen flooding. • Erosion means that there are less plants which can help with the effect of global warming. 	<ul style="list-style-type: none"> • Know that deforestation (cutting down huge areas of trees for different reasons, such as using the wood for fuel, building houses or factories) is another cause. Trees absorb carbon dioxide. Fewer trees means more carbon dioxide in the atmosphere. (LINK WITH Y5 TOPIC) • Know that farming is important and without it we wouldn't have food. However, some types of farming are contributing to global warming because of the greenhouse gases they produce. (LINK WITH Y3 TOPIC) • Know that animals, such as cows, release a greenhouse gas called methane when they burp and break wind (that's the polite term for it, you can probably think of other terms). • Know that fertilisers that farmers use to help plants grow well and pesticides to keep insects away release greenhouse gases. • Know that the world's population is over 7 billion and it is continuing to grow at a fast rate. This means more food is needed, so more farming is done. This means even more greenhouse gases are being produced. • Know that global warming is causing ice at both the North and South Poles to melt. This means animals, such as polar bears, penguins and seals, are losing their habitats. • Know that hotter temperatures will result in droughts. Droughts not only mean less water for people to drink but also less water to produce crops for both humans and animals. • Know that more heat causes increase in evaporation of ocean water which in turn increases the amount of water vapour in the atmosphere. This leads to more extreme weather, such as hurricanes and tornadoes. <p><u>Ways we can slow down global warming:</u></p> <ul style="list-style-type: none"> • Use LED light bulbs • Drive less • Recycle more • Use less hot water • Avoid buying things with lots of packaging • Turning your radiators down • Plant more trees • Saving electricity by turning off electrical devices. • Reducing the amount of waste that you use. • Buying locally-grown food is another great way to be greener. When food from the other side of the world is transported on aeroplanes to our country, lots of carbon dioxide is released into the atmosphere from engines of aeroplanes. A lorry transporting vegetables from a few miles down the road is much more environmentally-friendly. (LINK WITH Y3 TOPIC)
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Year 6 – Lake District			
VOCABULARY	Topographical, elevation, ordinance survey, national parks, cultural, heritage, Cairngorms, Lake District, New Forest, The Broads, Peak District, Yorkshire Dales, Exmoor, Dartmoor, Wales, Limestone Cliffs, Snowdonia, Cumbria, Scafell Pike, glacial valley, moorlands, Seathwaite, Wastwater, Lake Windermere, Ambleside, Windermere, Grasmere, Kendal, Penrith, habitat, woodland, native, tourism, economy, business, income, peat, congestion, sustainable,		
Key Knowledge			
Map Knowledge	National Parks	The Lake District	Impact of Tourism
<ul style="list-style-type: none"> • Know that we live in England, which is a country in the UK. • Know that the UK is located in the continent of Europe. • Know that 4 countries make up the UK. Know and locate the countries in the UK: England, Wales, Scotland and Northern Ireland. • Know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish. 	<ul style="list-style-type: none"> • Understand that in the UK we have 15 National Parks. • Know that a National Park is a protected area because of its wildlife, beautiful countryside or cultural heritage. • Know National Parks, such as the Lake District National Park, welcome visitors so that everyone can enjoy these areas of natural beauty. • Know that there are 10 national parks in England, 3 in Wales and 2 in Scotland. • Know where the National Parks are located on a map of the UK. 	<ul style="list-style-type: none"> • Look at maps to see how the Lake District has changed over time. • Understand that in the Lake District is located in the North West of England in a county called Cumbria. • The Lake District National Park is England's largest and covers 2362 square kilometres. • Understand that the Lake District is made up of lots of mountains and lakes. 	<ul style="list-style-type: none"> • Know that in the Lake District, tourism is very important - they have over 16 million visitors every year who come to walk, cycle, run, boat or just to look at the amazing scenery. • Understand that tourism is the main source of income for Lake District economy • Know that tourism brings great benefits to the area: visitors spend money on accommodation, food, drink and leisure activities and indirectly support other businesses such as wholesalers and the building trade.

- Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.
- Understand that some maps contain varying colours to show high and low areas of land.
- Understand that areas of different heights are also shown using different colours - a key is used to show how high the land is.
- Understand the topographical map of the UK.
- Know that the topography of an area impacts on its landscape and environment.
- Understand that many areas of: Scotland, Wales, Northern and Western England have areas of high elevation - understand that these areas are mountainous.
- Understand that the South and West of England are areas of low elevation, meaning they are flatter areas of lowland.
- Know that an OS map symbol is the easily understood map language that will guide you through every walk, bike ride or run that you go on. All of the features you will see when out and about are on your OS map, and the symbol will help you with your map reading and to understand what your map is telling you.
- Use OS maps to identify a range of OS symbols. (AMBLESIDE AND LAKE DISTRICT ON SHARED)
- Use OS Maps to make a route.
- Use maps of different scales to compare.
- Know that grid reference is a grid of squares that help the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction.
- Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square.
- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.
- Six figure grid references are more precise than a four figure grid reference. They are used to locate smaller locations. A six figure grid reference splits a grid square up into ten sections along the bottom and the side.
- Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.
- First, find the four-figure grid reference but leave a space after the first two digits.
- Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
- Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
- Use 6 point grid reference to identify the location of different areas on a map.

1. Cairngorms North-East Scotland UK's largest National Park and UK's highest mountain range
2. Lake District North-West England High mountains and deep glacial lakes. Contains the highest mountain in England - Scafell Pike.
3. New Forest South England Woodlands, wild heathlands and roaming ponies.
4. North York Moors North-East England Wide open moorland, covered in purple heather with a coastline along the North Sea.
5. The Broads South-East England UK's waterland National Park with over 200km of waterways, over a quarter of the UK's rarest wildlife.
6. Peak District Central England A contrasting landscape made up of rugged, rocky moorlands and grassy limestone dales.
7. Yorkshire Dales North England Heather-covered hills and rolling green valleys.
8. Dartmoor South-West England Wild open moorlands, iconic granite tors. Heather-covered moors, wooded valleys and many rivers.
9. Exmoor South-West England Expansive moorlands, woodland valleys, rolling hills and dramatic coastline.
10. Wales - Brecon Beacons South Wales Inland Mountain ranges, hills and valleys.
11. Limestone cliffs, golden beaches and hilly volcanic headlands. UK's only fully coastal National Park.
12. Snowdonia North Wales Inland Mountain ranges, hills and valleys. It contains the highest mountain in Wales - Mount Snowdon.

- Know the Lake District also includes 26 miles of coastline and estuaries.
- Know that the environment in the Lake District is very mountainous and is famous for its mountains.
- Know that the Lake District is home to the highest mountain in England - Scafell Pike.
- Know that the Lake District has over fourteen lakes.
- Know that Lake District's volcanic rock does not allow water to seep away.
- Understand that high rainfall, combined with the extra deep glacial valleys, means that the valleys are able to store large volumes of water.
- Know that the Lake District contains the location in England which has the most rain: Seathwaite.
- Know that in Seathwaite the average annual rainfall is 3552mm (355.2cm or 3.5m)
- Know that this creates the large lakes.
- Know that the Lake District is home to:
 - the deepest lake in England – Wastwater
 - the largest lake in England - Lake Windermere
It is 11 miles long and one mile wide.

Know that some of the main places in the Lake District are: Keswick, Ambleside, Windermere, Bowness on Windermere, Scafell Pike, Grasmere, Kendal and Penrith. Locate these places onto a map.
- Understand that there are many wooded areas in the lake district.
- Know that woodlands are areas with many trees. Know that the woodlands provide habitats for native English wildlife.
- Know that the red squirrel is an endangered animal which can be found in the Lake District.
- Know that the Lake District National Park is also home to other rare wildlife including: red deer, the Peregrine falcon, Arctic Char fish and Britain's only nesting pairs of Golden Eagles and Ospreys.
- Understand that due to climate change the planet is warming up, leading to hotter and drier summers, more extreme weather and warmer winters.
- Understand that due to this, the Lake District has recently faced some extreme weather.
- Understand that the extreme weather can damage the local environment:
 1. damage to woodland during stormy weather, affecting woodland habitats.
 2. certain species of plants may not survive due to the changing weather
 3. drying of peat (which keeps carbon in the soil), releasing carbon into the atmosphere
 4. falling water levels in the lakes during the warmer months.
 5. In the heavy rains of November 2009, Windermere Lake rose 157cm.

- Know that around 40,000 people live within the boundaries of the National Park.
- Those who live in the Lake District National Park, and call it their permanent home, face challenges too:
 1. Locals whose incomes are directly linked to tourism, such as hotel owners, rely on visitors coming to the park throughout the year.
 2. During the busier summer months, parking can become an issue for many local people.
 3. As the Lake District National Park is such a beautiful place, people want to buy holiday homes here. However, this pushes the house prices up in the area, making it very difficult for local people to own their own property.
 4. Currently around 15% of the homes in the Lake District are holiday homes. This means that many houses aren't occupied for most of the year, having a negative impact on local shops and businesses.

Positives of Tourism

- Tourists spend money which supports local shops and businesses.
- The improved transport services for the tourists also benefit the locals.
- Some of the money made from tourism can go back into conserving the National Park.
- Jobs are created for local people

Negatives of Tourism

- Increased litter and pollution can occur.
 - Traffic congestion is common at holiday time.
 - Footpath erosion is caused by high numbers of tourists
 - Work within the tourist industry is seasonal.
- Understand that the National Parks are trying to encourage tourism that will have less of an impact on the environment, this is called sustainable tourism.
 - Know that in the National Parks, people are encouraged to think carefully about their visits and the impact this could have on the local environments.
 - Understand that there are ways in which we can all support sustainable tourism:
 1. Learning about the people and the culture of the place being visited.
 2. Being environmentally friendly while on holiday.
 3. Supporting a local charity while on holiday.

Fieldwork on Residential

Use OS standard symbols, scale reading and drawing and comparison of map scale to draw scale plans of increasing complexity.