

Newbottle and Charlton CEVA Geography Curriculum Objectives and Strands

Key- Substantive knowledge **Disciplinary Knowledge** **Global Driver**

Foundation Stage	Strand	KS1	LKS2	UKS2																																																																						
<p>Understanding the World People, Culture and Communities (ELG)</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Know the name of their school and the place where they live (Charlton, Brackley, Kings Sutton etc)</p> <p>Explore the village and make observations about what they see. Look out for celebration decorations.</p> <p>Discuss how environments in stories and images are different to the environment they live in (avoiding stereotypes)</p>	<p>Locational Knowledge</p>	<p>To name and locate the world's seven continents and five oceans.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td>To know that a continent is a group of countries</td> <td>A4 A6 B2</td> </tr> <tr> <td>To know they live in the continent of Europe</td> <td>A2 A6 B6</td> </tr> <tr> <td>To name the seven continents</td> <td>A4 A6 B4 B6</td> </tr> <tr> <td>To know that an ocean is a large body of water</td> <td>A6 B2 B6</td> </tr> <tr> <td>To name the 5 oceans</td> <td>A6 B2 B6</td> </tr> <tr> <td>To know that a sea is a body of water that is smaller than an ocean</td> <td>A6 B2 B6</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td>Locate all the seven continents on a world map</td> <td>A4 A6 B2 B6</td> </tr> <tr> <td>Locate the five oceans on a world map</td> <td>A6 B2 B4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To know that a continent is a group of countries	A4 A6 B2	To know they live in the continent of Europe	A2 A6 B6	To name the seven continents	A4 A6 B4 B6	To know that an ocean is a large body of water	A6 B2 B6	To name the 5 oceans	A6 B2 B6	To know that a sea is a body of water that is smaller than an ocean	A6 B2 B6	Locate all the seven continents on a world map	A4 A6 B2 B6	Locate the five oceans on a world map	A6 B2 B4	<p>To locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td>To know where North and South America are on a world map</td> <td>A2 A4 A6 B4 B6</td> </tr> <tr> <td>To know the names of some countries and major cities in Europe and N and S America</td> <td>A4 A6 B2 B5 B6</td> </tr> <tr> <td>Italy-Rome France- Paris Germany-Berlin Netherlands- Amsterdam Denmark, Sweden, Norway Brazil- Manaus USA- Washington, New York Canada</td> <td>A3-Germany, Netherlands A5-Romans B5- Scandinavian</td> </tr> <tr> <td>To know the names of some of the world's significant mountain ranges</td> <td>A6</td> </tr> <tr> <td>Andes- S America Himalayas- Asia Rockies- N America Alps- Europe</td> <td></td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To know where North and South America are on a world map	A2 A4 A6 B4 B6	To know the names of some countries and major cities in Europe and N and S America	A4 A6 B2 B5 B6	Italy-Rome France- Paris Germany-Berlin Netherlands- Amsterdam Denmark, Sweden, Norway Brazil- Manaus USA- Washington, New York Canada	A3-Germany, Netherlands A5-Romans B5- Scandinavian	To know the names of some of the world's significant mountain ranges	A6	Andes- S America Himalayas- Asia Rockies- N America Alps- Europe		<p>To locate the world's countries, using maps to focus on Europe- Including Russia, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td>To know the name of many countries and major cities in Europe and North and South America</td> <td>A2 A4 B4 B6</td> </tr> <tr> <td>Recap from Lower KS2 + France-Paris Switzerland- Zurich Austria Monaco Liechtenstein Slovenia Russia- Moscow Greece- Athens Poland</td> <td>A3- Poland Austria</td> </tr> <tr> <td>To know the location of key physical features in countries studied.</td> <td>All</td> </tr> <tr> <td>Locate more countries in Europe and North and South America using maps</td> <td>A2 A4 B4 B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To know the name of many countries and major cities in Europe and North and South America	A2 A4 B4 B6	Recap from Lower KS2 + France-Paris Switzerland- Zurich Austria Monaco Liechtenstein Slovenia Russia- Moscow Greece- Athens Poland	A3- Poland Austria	To know the location of key physical features in countries studied.	All	Locate more countries in Europe and North and South America using maps	A2 A4 B4 B6
A1	A3	A5	B1	B3	B5																																																																					
A2	A4	A6	B2	B4	B6																																																																					
To know that a continent is a group of countries	A4 A6 B2																																																																									
To know they live in the continent of Europe	A2 A6 B6																																																																									
To name the seven continents	A4 A6 B4 B6																																																																									
To know that an ocean is a large body of water	A6 B2 B6																																																																									
To name the 5 oceans	A6 B2 B6																																																																									
To know that a sea is a body of water that is smaller than an ocean	A6 B2 B6																																																																									
Locate all the seven continents on a world map	A4 A6 B2 B6																																																																									
Locate the five oceans on a world map	A6 B2 B4																																																																									
A1	A3	A5	B1	B3	B5																																																																					
A2	A4	A6	B2	B4	B6																																																																					
To know where North and South America are on a world map	A2 A4 A6 B4 B6																																																																									
To know the names of some countries and major cities in Europe and N and S America	A4 A6 B2 B5 B6																																																																									
Italy-Rome France- Paris Germany-Berlin Netherlands- Amsterdam Denmark, Sweden, Norway Brazil- Manaus USA- Washington, New York Canada	A3-Germany, Netherlands A5-Romans B5- Scandinavian																																																																									
To know the names of some of the world's significant mountain ranges	A6																																																																									
Andes- S America Himalayas- Asia Rockies- N America Alps- Europe																																																																										
A1	A3	A5	B1	B3	B5																																																																					
A2	A4	A6	B2	B4	B6																																																																					
To know the name of many countries and major cities in Europe and North and South America	A2 A4 B4 B6																																																																									
Recap from Lower KS2 + France-Paris Switzerland- Zurich Austria Monaco Liechtenstein Slovenia Russia- Moscow Greece- Athens Poland	A3- Poland Austria																																																																									
To know the location of key physical features in countries studied.	All																																																																									
Locate more countries in Europe and North and South America using maps	A2 A4 B4 B6																																																																									

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL CURRICULUM MAP: GEOGRAPHY

<p>Know their address, not including post code. Relating to calling 999.</p> <p>Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p>Know that places within this country can differ from each other.</p>			<p><i>To know the names of some of the world's significant rivers</i> <i>Amazon</i> <i>Nile</i> <i>Mississippi</i> <i>Danube</i> <i>Yangtze (Chang Jiang)</i> <i>Murray</i></p>	<p>A4 B6</p>	<p><i>Locate major cities of the countries studied.</i></p>	<p>A2 A4 B4 B6</p>
			<p><i>To know that mountains, volcanoes and earthquakes largely occur at place boundaries</i></p>	<p>A6</p>	<p><i>Locate some key physical features in countries studied on a map.</i></p>	<p>All</p>
			<p><i>To know that climate zones are areas of the world with similar climates</i></p>	<p>A2 B4 B6</p>	<p><i>Locate key human features in countries studied</i></p>	<p>All</p>
			<p><i>To know the world's different climate zones- Equatorial, tropical, hot desert, temperate and polar.</i></p>	<p>A2 B4 B6</p>	<p><i>Identify significant environmental regions on a map</i></p>	<p>A2</p>
			<p><i>To know that biomes are areas of the world with similar climates, vegetation and animals</i></p>	<p>A2 B4 B6</p>		
			<p><i>To know the world's biomes Savannah, Desert, Temperate deciduous forest, Tropical forest, Boreal forest and tundra</i></p>	<p>A2 B4 B6</p>		
			<p><i>To know vegetation belts are areas of the world which are similar plant species.</i></p>	<p>A2 B6</p>		
			<p><i>To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland)</i></p>	<p>A2</p>		

		<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <table border="1" data-bbox="689 1157 1086 1220"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>To know that the UK is short for United Kingdom</p> <table data-bbox="1008 1252 1086 1398"> <tr> <td>A2</td> </tr> <tr> <td>A4</td> </tr> <tr> <td>B2</td> </tr> <tr> <td>B4</td> </tr> <tr> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	A2	A4	B2	B4	B6	<table border="1" data-bbox="1131 165 1579 1002"> <tr> <td>Locate some countries on a map- Europe and SA</td> <td>A2 A4 A6 B4 B6</td> </tr> <tr> <td>Locate some major cities studies</td> <td>A4 A6 B2 B5 B6</td> </tr> <tr> <td>Locate key physical features in countries studied</td> <td>All</td> </tr> <tr> <td>Locate where the world's volcanoes are on a map- identifying the 'ring of fire'</td> <td>A6</td> </tr> <tr> <td>Locate some of the world's most significant mountain range on a map identifying any patterns</td> <td>A6</td> </tr> <tr> <td>Locate some of the world's most significant rivers on a map identifying any patterns</td> <td>A4</td> </tr> <tr> <td>Identify how topographical features studied have changed over time using examples</td> <td>A4 A6</td> </tr> </table> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <table border="1" data-bbox="1176 1295 1568 1359"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	Locate some countries on a map- Europe and SA	A2 A4 A6 B4 B6	Locate some major cities studies	A4 A6 B2 B5 B6	Locate key physical features in countries studied	All	Locate where the world's volcanoes are on a map- identifying the 'ring of fire'	A6	Locate some of the world's most significant mountain range on a map identifying any patterns	A6	Locate some of the world's most significant rivers on a map identifying any patterns	A4	Identify how topographical features studied have changed over time using examples	A4 A6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <table border="1" data-bbox="1680 1284 2072 1348"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6
A1	A3	A5	B1	B3	B5																																																						
A2	A4	A6	B2	B4	B6																																																						
A2																																																											
A4																																																											
B2																																																											
B4																																																											
B6																																																											
Locate some countries on a map- Europe and SA	A2 A4 A6 B4 B6																																																										
Locate some major cities studies	A4 A6 B2 B5 B6																																																										
Locate key physical features in countries studied	All																																																										
Locate where the world's volcanoes are on a map- identifying the 'ring of fire'	A6																																																										
Locate some of the world's most significant mountain range on a map identifying any patterns	A6																																																										
Locate some of the world's most significant rivers on a map identifying any patterns	A4																																																										
Identify how topographical features studied have changed over time using examples	A4 A6																																																										
A1	A3	A5	B1	B3	B5																																																						
A2	A4	A6	B2	B4	B6																																																						
A1	A3	A5	B1	B3	B5																																																						
A2	A4	A6	B2	B4	B6																																																						

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL CURRICULUM MAP: GEOGRAPHY

		<table border="1"> <tr> <td>To know that a country is a land or nation with its own government.</td> <td>A2 B2 B4</td> </tr> <tr> <td>To know that the United Kingdom is made up of four countries and their names</td> <td>B2 B4 B6</td> </tr> <tr> <td>To know the name of the country they live in.</td> <td>ALL</td> </tr> <tr> <td>To know that there are four bodies of water surrounding the UK and to be able to name them.</td> <td>A4 B6</td> </tr> <tr> <td>To know the four capital cities of the UK</td> <td>B6</td> </tr> <tr> <td>To know that a capital city is the city where a country's government is located.</td> <td>B6</td> </tr> <tr> <td><i>To name local towns- Banbury and Brackley</i></td> <td></td> </tr> </table>	To know that a country is a land or nation with its own government.	A2 B2 B4	To know that the United Kingdom is made up of four countries and their names	B2 B4 B6	To know the name of the country they live in.	ALL	To know that there are four bodies of water surrounding the UK and to be able to name them.	A4 B6	To know the four capital cities of the UK	B6	To know that a capital city is the city where a country's government is located.	B6	<i>To name local towns- Banbury and Brackley</i>						
To know that a country is a land or nation with its own government.	A2 B2 B4																				
To know that the United Kingdom is made up of four countries and their names	B2 B4 B6																				
To know the name of the country they live in.	ALL																				
To know that there are four bodies of water surrounding the UK and to be able to name them.	A4 B6																				
To know the four capital cities of the UK	B6																				
To know that a capital city is the city where a country's government is located.	B6																				
<i>To name local towns- Banbury and Brackley</i>																					
		<table border="1"> <tr> <td>Show on a map which country they live in and its capital city.</td> <td>B2 B4</td> </tr> <tr> <td>Confidently locate the capital cities of the UK on a map</td> <td>B4</td> </tr> <tr> <td>Show on a map- Charlton, Brackley, Aynho, Banbury and where they live in relation to London</td> <td>A2 B6</td> </tr> <tr> <td>Show on a map the oceans /sea nearest the country they live in (North Sea, Irish Sea, English Channel, Atlantic ocean)</td> <td>B2 B6</td> </tr> </table>	Show on a map which country they live in and its capital city.	B2 B4	Confidently locate the capital cities of the UK on a map	B4	Show on a map- Charlton, Brackley, Aynho, Banbury and where they live in relation to London	A2 B6	Show on a map the oceans /sea nearest the country they live in (North Sea, Irish Sea, English Channel, Atlantic ocean)	B2 B6											
Show on a map which country they live in and its capital city.	B2 B4																				
Confidently locate the capital cities of the UK on a map	B4																				
Show on a map- Charlton, Brackley, Aynho, Banbury and where they live in relation to London	A2 B6																				
Show on a map the oceans /sea nearest the country they live in (North Sea, Irish Sea, English Channel, Atlantic ocean)	B2 B6																				
			<table border="1"> <tr> <td><i>To name the county they live and their closest city Northamptonshire Northampton Oxford</i></td> <td>A4 B2</td> </tr> <tr> <td><i>To name counties in the UK close to school Bedfordshire, Leicestershire, Warwickshire, Buckinghamshire, Oxfordshire</i></td> <td>A4 B2</td> </tr> <tr> <td><i>To name and locate cities of the UK including: York, Oxford, Cambridge, Swansea, Glasgow, Inverness, Derry-Londonderry.</i></td> <td>A4 B2</td> </tr> <tr> <td><i>To begin to name the twelve geographical regions of the UK Wales, Scotland, Northern Ireland, London, North East, North West, Yorkshire and the Humber, East Midlands, West Midlands, South East, East of England South West</i></td> <td>A4 B2</td> </tr> <tr> <td><i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial Commercial Business Recreational Transport</i></td> <td>All</td> </tr> <tr> <td><i>To know some types of settlements</i></td> <td>A6 A4 B2</td> </tr> <tr> <td><i>Locate some counties of the UK</i></td> <td>A4 B2</td> </tr> <tr> <td><i>Locate some cities of the UK</i></td> <td>A4 B2</td> </tr> </table>	<i>To name the county they live and their closest city Northamptonshire Northampton Oxford</i>	A4 B2	<i>To name counties in the UK close to school Bedfordshire, Leicestershire, Warwickshire, Buckinghamshire, Oxfordshire</i>	A4 B2	<i>To name and locate cities of the UK including: York, Oxford, Cambridge, Swansea, Glasgow, Inverness, Derry-Londonderry.</i>	A4 B2	<i>To begin to name the twelve geographical regions of the UK Wales, Scotland, Northern Ireland, London, North East, North West, Yorkshire and the Humber, East Midlands, West Midlands, South East, East of England South West</i>	A4 B2	<i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial Commercial Business Recreational Transport</i>	All	<i>To know some types of settlements</i>	A6 A4 B2	<i>Locate some counties of the UK</i>	A4 B2	<i>Locate some cities of the UK</i>	A4 B2		
<i>To name the county they live and their closest city Northamptonshire Northampton Oxford</i>	A4 B2																				
<i>To name counties in the UK close to school Bedfordshire, Leicestershire, Warwickshire, Buckinghamshire, Oxfordshire</i>	A4 B2																				
<i>To name and locate cities of the UK including: York, Oxford, Cambridge, Swansea, Glasgow, Inverness, Derry-Londonderry.</i>	A4 B2																				
<i>To begin to name the twelve geographical regions of the UK Wales, Scotland, Northern Ireland, London, North East, North West, Yorkshire and the Humber, East Midlands, West Midlands, South East, East of England South West</i>	A4 B2																				
<i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial Commercial Business Recreational Transport</i>	All																				
<i>To know some types of settlements</i>	A6 A4 B2																				
<i>Locate some counties of the UK</i>	A4 B2																				
<i>Locate some cities of the UK</i>	A4 B2																				
				<table border="1"> <tr> <td>To know the name of many counties in the UK.</td> <td>A4 A6 B6</td> </tr> <tr> <td>To know the name of many cities in the UK. <i>Lks2 + Birmingham, Manchester, Bristol, Liverpool, Newcastle</i></td> <td>A4 A6 B6</td> </tr> <tr> <td>To know that London and the South East regions have the largest population in the UK</td> <td>A4</td> </tr> </table>	To know the name of many counties in the UK.	A4 A6 B6	To know the name of many cities in the UK. <i>Lks2 + Birmingham, Manchester, Bristol, Liverpool, Newcastle</i>	A4 A6 B6	To know that London and the South East regions have the largest population in the UK	A4											
To know the name of many counties in the UK.	A4 A6 B6																				
To know the name of many cities in the UK. <i>Lks2 + Birmingham, Manchester, Bristol, Liverpool, Newcastle</i>	A4 A6 B6																				
To know that London and the South East regions have the largest population in the UK	A4																				
				<table border="1"> <tr> <td>Locate many counties in the UK.</td> <td>A4</td> </tr> <tr> <td>Locate many cities in the UK.</td> <td>B6, A6</td> </tr> <tr> <td>Confidently locate the twelve geographical regions of the UK</td> <td>B6, A6</td> </tr> <tr> <td>Identify key physical and human characteristics of the geographical regions in the UK</td> <td>A4 A6 B2 B6</td> </tr> <tr> <td>Understand how land use has changed over time using examples.</td> <td>B6</td> </tr> <tr> <td>Explain why a locality has changed over time, giving examples of both physical and human features.</td> <td>All</td> </tr> </table>	Locate many counties in the UK.	A4	Locate many cities in the UK.	B6, A6	Confidently locate the twelve geographical regions of the UK	B6, A6	Identify key physical and human characteristics of the geographical regions in the UK	A4 A6 B2 B6	Understand how land use has changed over time using examples.	B6	Explain why a locality has changed over time, giving examples of both physical and human features.	All					
Locate many counties in the UK.	A4																				
Locate many cities in the UK.	B6, A6																				
Confidently locate the twelve geographical regions of the UK	B6, A6																				
Identify key physical and human characteristics of the geographical regions in the UK	A4 A6 B2 B6																				
Understand how land use has changed over time using examples.	B6																				
Explain why a locality has changed over time, giving examples of both physical and human features.	All																				

			<p><i>Begin to locate geographical regions of the UK</i></p> <p>A4 B2</p>												
			<p><i>Describe how a locality has changed over time, giving examples of both physical and human features.</i></p> <p>A2 A4</p>												
			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6
A1	A3	A5	B1	B3	B5										
A2	A4	A6	B2	B4	B6										
			<p><i>To know that countries near the Equator have less seasonal change than those near the poles.</i></p> <p>A2 B4 B6</p>												
			<p><i>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</i></p> <p>A2 B4 B6</p>												
			<p><i>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</i></p> <p>A2 B4 B6</p>												
			<p><i>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator</i></p> <p>A2 B4 B6</p>												
			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6
A1	A3	A5	B1	B3	B5										
A2	A4	A6	B2	B4	B6										
			<p><i>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</i></p> <p>B6</p>												
			<p><i>Identify the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</i></p> <p>B6</p>												
			<p><i>Use longitude and latitude when referencing location in an atlas or on a globe.</i></p> <p>A2 B6</p>												
			<p><i>Understand the concept of time zones across the world.</i></p> <p>B6</p>												

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL CURRICULUM MAP: GEOGRAPHY

			<p><i>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates</i></p> <p><i>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</i></p> <p><i>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</i></p> <p><i>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</i></p>	<p>A2 B4 B6</p> <p>A2 B4 B6</p> <p>B4</p> <p>B4</p>	
			<p><i>Find the position of the Equator and describe how this impacts our environmental regions.</i></p> <p><i>Find lines of latitude and longitude on a globe and explaining why these are important.</i></p> <p><i>Identify the position of the Tropics of Cancer and Capricorn and their significance.</i></p> <p><i>Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</i></p> <p><i>Identify the position and significance of both the Arctic and Antarctic Circle.</i></p>	<p>A2 B4 B6</p> <p>A2 B4 B6</p> <p>A2 B4 B6</p> <p>A2 B4 B6</p> <p>B4</p>	
<p>Understanding the World People, Culture and Communities (ELG)</p> <ul style="list-style-type: none"> - Explain some similarities and differences between life in this 	<p>Place Knowledge</p>	<p><i>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</i></p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</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 and within North or South America.</p>	

<p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>		<table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6													
		A1	A3	A5	B1	B3	B5																																														
A2	A4	A6	B2	B4	B6																																																
A1	A3	A5	B1	B3	B5																																																
A2	A4	A6	B2	B4	B6																																																
A1	A3	A5	B1	B3	B5																																																
A2	A4	A6	B2	B4	B6																																																
<p>Discuss how environments in stories and images are different to the environment they live in (avoiding stereotypes)</p> <p>Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning (beginning to use some of the previously discussed vocabulary).</p> <p>Explore the differences between places in this country and places in other countries.</p> <p>Comment on the differences they observe between Africa and England using new vocabulary to describe it.</p>	<table border="1"> <tr> <td><i>To know that life elsewhere is often different to theirs</i></td> <td>A4 A6</td> </tr> <tr> <td><i>To know that life elsewhere in the world has similarities to theirs</i></td> <td>A4 A6</td> </tr> <tr> <td><i>To know some similarities and different between their local area and a contrasting non-European country</i></td> <td>A4</td> </tr> <tr> <td><i>Shanghai- On coast, Tall building, Large river leads to ocean. Weather tropical. 8million live in Shanghai</i></td> <td></td> </tr> <tr> <td><i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i></td> <td>A4</td> </tr> <tr> <td><i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i></td> <td>A4</td> </tr> <tr> <td><i>Describe physical features that may occur in a hot place compared to a cold place</i></td> <td>A6</td> </tr> <tr> <td><i>Kenya-Tropical climate along coast, desert in the North and Temperate in the mountains. Kenya has lots of dry land, little rainfall- difficult to raise animals or grow crops</i></td> <td></td> </tr> <tr> <td><i>North and south pole very cold (Have 24 hours sunlight in summer and 24 hours of darkness in winter.</i></td> <td></td> </tr> </table>	<i>To know that life elsewhere is often different to theirs</i>	A4 A6	<i>To know that life elsewhere in the world has similarities to theirs</i>	A4 A6	<i>To know some similarities and different between their local area and a contrasting non-European country</i>	A4	<i>Shanghai- On coast, Tall building, Large river leads to ocean. Weather tropical. 8million live in Shanghai</i>		<i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i>	A4	<i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i>	A4	<i>Describe physical features that may occur in a hot place compared to a cold place</i>	A6	<i>Kenya-Tropical climate along coast, desert in the North and Temperate in the mountains. Kenya has lots of dry land, little rainfall- difficult to raise animals or grow crops</i>		<i>North and south pole very cold (Have 24 hours sunlight in summer and 24 hours of darkness in winter.</i>		<table border="1"> <tr> <td><i>To know the negative effects of living near a volcano.</i></td> <td>A6</td> </tr> <tr> <td><i>To know the negative and positive effects an earthquake can have on a community.</i></td> <td>A6</td> </tr> <tr> <td><i>To know ways in which communities respond to earthquakes.</i></td> <td>A6</td> </tr> <tr> <td><i>Describe and begin to explain similarities and difference between two regions studied.</i></td> <td>A2 A6 B2 B4</td> </tr> <tr> <td><i>Describe how and why humans have responded in different ways to their local environments.</i></td> <td>A2 A6 B2 B4</td> </tr> <tr> <td><i>Discuss climates and their impact on trade, land use and settlement.</i></td> <td>A6 B4</td> </tr> <tr> <td><i>Explain how humans have used desert environments</i></td> <td>A2</td> </tr> <tr> <td><i>Explain what measures humans have taken in order to adapt to survive in cold places.</i></td> <td>B4</td> </tr> <tr> <td><i>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</i></td> <td>A2 A6 B2 B4</td> </tr> </table>	<i>To know the negative effects of living near a volcano.</i>	A6	<i>To know the negative and positive effects an earthquake can have on a community.</i>	A6	<i>To know ways in which communities respond to earthquakes.</i>	A6	<i>Describe and begin to explain similarities and difference between two regions studied.</i>	A2 A6 B2 B4	<i>Describe how and why humans have responded in different ways to their local environments.</i>	A2 A6 B2 B4	<i>Discuss climates and their impact on trade, land use and settlement.</i>	A6 B4	<i>Explain how humans have used desert environments</i>	A2	<i>Explain what measures humans have taken in order to adapt to survive in cold places.</i>	B4	<i>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</i>	A2 A6 B2 B4	<table border="1"> <tr> <td><i>To know some similarities and differences between the UK and a European mountain region</i></td> <td>A2</td> </tr> <tr> <td><i>To know why tourists visit mountain regions.</i></td> <td>A2</td> </tr> <tr> <td><i>Describe and explain similarities between two environmental regions studied</i></td> <td>A2 B6</td> </tr> <tr> <td><i>Describe and explain differences between two environmental regions studied.</i></td> <td>A2 B6</td> </tr> <tr> <td><i>Explain how and why humans have responded in different ways to their local environments in two contrasting regions.</i></td> <td>A4 B2</td> </tr> <tr> <td><i>Understand how climates impact on trade, land use and settlement.</i></td> <td>All</td> </tr> <tr> <td><i>Use maps to explore wider global trading routes</i></td> <td>B4 B6</td> </tr> </table>	<i>To know some similarities and differences between the UK and a European mountain region</i>	A2	<i>To know why tourists visit mountain regions.</i>	A2	<i>Describe and explain similarities between two environmental regions studied</i>	A2 B6	<i>Describe and explain differences between two environmental regions studied.</i>	A2 B6	<i>Explain how and why humans have responded in different ways to their local environments in two contrasting regions.</i>	A4 B2	<i>Understand how climates impact on trade, land use and settlement.</i>	All	<i>Use maps to explore wider global trading routes</i>	B4 B6
<i>To know that life elsewhere is often different to theirs</i>	A4 A6																																																				
<i>To know that life elsewhere in the world has similarities to theirs</i>	A4 A6																																																				
<i>To know some similarities and different between their local area and a contrasting non-European country</i>	A4																																																				
<i>Shanghai- On coast, Tall building, Large river leads to ocean. Weather tropical. 8million live in Shanghai</i>																																																					
<i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i>	A4																																																				
<i>Name and begin to describe key similarities and differences between their local area and a small contrasting location- non-European- Shanghai</i>	A4																																																				
<i>Describe physical features that may occur in a hot place compared to a cold place</i>	A6																																																				
<i>Kenya-Tropical climate along coast, desert in the North and Temperate in the mountains. Kenya has lots of dry land, little rainfall- difficult to raise animals or grow crops</i>																																																					
<i>North and south pole very cold (Have 24 hours sunlight in summer and 24 hours of darkness in winter.</i>																																																					
<i>To know the negative effects of living near a volcano.</i>	A6																																																				
<i>To know the negative and positive effects an earthquake can have on a community.</i>	A6																																																				
<i>To know ways in which communities respond to earthquakes.</i>	A6																																																				
<i>Describe and begin to explain similarities and difference between two regions studied.</i>	A2 A6 B2 B4																																																				
<i>Describe how and why humans have responded in different ways to their local environments.</i>	A2 A6 B2 B4																																																				
<i>Discuss climates and their impact on trade, land use and settlement.</i>	A6 B4																																																				
<i>Explain how humans have used desert environments</i>	A2																																																				
<i>Explain what measures humans have taken in order to adapt to survive in cold places.</i>	B4																																																				
<i>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</i>	A2 A6 B2 B4																																																				
<i>To know some similarities and differences between the UK and a European mountain region</i>	A2																																																				
<i>To know why tourists visit mountain regions.</i>	A2																																																				
<i>Describe and explain similarities between two environmental regions studied</i>	A2 B6																																																				
<i>Describe and explain differences between two environmental regions studied.</i>	A2 B6																																																				
<i>Explain how and why humans have responded in different ways to their local environments in two contrasting regions.</i>	A4 B2																																																				
<i>Understand how climates impact on trade, land use and settlement.</i>	All																																																				
<i>Use maps to explore wider global trading routes</i>	B4 B6																																																				

	<p><i>Antarctica is one of the driest place in the world</i></p> <p>To understand what it can mean to be rich or poor in local and other contexts and be able to give examples.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> <tr><td colspan="6">+Global Weeks</td></tr> </table> <table border="1"> <tr><td><i>To understand what basic needs are, e.g. food, shelter, water, education (see global).</i></td><td>A2 A4 A6</td></tr> <tr><td><i>To understand the concept of rich and poor in reference to the basic needs, i.e. not having access to the basic needs.</i></td><td>B2 B6</td></tr> <tr><td><i>Reinforce what we mean by local (Northamptonshire).</i></td><td>A2 A4 B6</td></tr> <tr><td><i>To understand that sanitation is available to most people but shelter and food not always available.</i></td><td>All apart from B4</td></tr> </table> <p>To show interest in, and concern for, others outside immediate circle and in contexts different to own.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> <tr><td colspan="6">+Global Weeks</td></tr> </table> <table border="1"> <tr><td><i>To learn about the lives of people in Shanghai</i></td><td>A4</td></tr> <tr><td><i>To explain how our lives are similar to and different from the people in Shanghai</i></td><td>A4</td></tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To understand what basic needs are, e.g. food, shelter, water, education (see global).</i>	A2 A4 A6	<i>To understand the concept of rich and poor in reference to the basic needs, i.e. not having access to the basic needs.</i>	B2 B6	<i>Reinforce what we mean by local (Northamptonshire).</i>	A2 A4 B6	<i>To understand that sanitation is available to most people but shelter and food not always available.</i>	All apart from B4	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To learn about the lives of people in Shanghai</i>	A4	<i>To explain how our lives are similar to and different from the people in Shanghai</i>	A4	<p>To understand some causes and effects of poverty and inequality (including gender inequalities) at a local level.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> <tr><td colspan="6">+Global Weeks</td></tr> </table> <table border="1"> <tr><td><i>To understand the term poverty and give some indicators of it, e.g., lack of food, shelter, money, clothing, education.</i></td><td>B2</td></tr> <tr><td><i>To understand that some people within Northamptonshire are affected by poverty.</i></td><td>B2</td></tr> <tr><td><i>To understand that not all people are treated in the same way and that this can be seen as inequality.</i></td><td>B2</td></tr> </table> <p>To understand the diversity of cultures and societies within and beyond own experience.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> <tr><td colspan="6">+Global Weeks</td></tr> </table> <table border="1"> <tr><td><i>To understand what the terms diversity, culture and society mean.</i></td><td></td></tr> <tr><td><i>Recap cultures and beliefs taught in RE</i></td><td></td></tr> <tr><td><i>To understand that within Northamptonshire there is a range of cultures and societies.</i></td><td></td></tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To understand the term poverty and give some indicators of it, e.g., lack of food, shelter, money, clothing, education.</i>	B2	<i>To understand that some people within Northamptonshire are affected by poverty.</i>	B2	<i>To understand that not all people are treated in the same way and that this can be seen as inequality.</i>	B2	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To understand what the terms diversity, culture and society mean.</i>		<i>Recap cultures and beliefs taught in RE</i>		<i>To understand that within Northamptonshire there is a range of cultures and societies.</i>		<p>To understand some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> <tr><td colspan="6">+Global Weeks</td></tr> </table> <table border="1"> <tr><td><i>To understand what the terms poverty, equality and inequality mean. See LKS2.</i></td><td></td></tr> <tr><td><i>To understand some causes of poverty, e.g. natural disasters.</i></td><td></td></tr> <tr><td><i>To understand that people in the UK and other countries of the world live in poverty.</i></td><td></td></tr> <tr><td><i>To understand the impact that poverty has on people's quality of life.</i></td><td></td></tr> <tr><td><i>To explore examples of inequality in the areas of the world studied</i></td><td></td></tr> </table> <p>To understand the contributions of different cultures to our lives and begin to understand the concept of prejudice.</p> <table border="1"> <tr><td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td></tr> <tr><td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td></tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To understand what the terms poverty, equality and inequality mean. See LKS2.</i>		<i>To understand some causes of poverty, e.g. natural disasters.</i>		<i>To understand that people in the UK and other countries of the world live in poverty.</i>		<i>To understand the impact that poverty has on people's quality of life.</i>		<i>To explore examples of inequality in the areas of the world studied</i>		A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						
+Global Weeks																																																																																																																																											
<i>To understand what basic needs are, e.g. food, shelter, water, education (see global).</i>	A2 A4 A6																																																																																																																																										
<i>To understand the concept of rich and poor in reference to the basic needs, i.e. not having access to the basic needs.</i>	B2 B6																																																																																																																																										
<i>Reinforce what we mean by local (Northamptonshire).</i>	A2 A4 B6																																																																																																																																										
<i>To understand that sanitation is available to most people but shelter and food not always available.</i>	All apart from B4																																																																																																																																										
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						
+Global Weeks																																																																																																																																											
<i>To learn about the lives of people in Shanghai</i>	A4																																																																																																																																										
<i>To explain how our lives are similar to and different from the people in Shanghai</i>	A4																																																																																																																																										
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						
+Global Weeks																																																																																																																																											
<i>To understand the term poverty and give some indicators of it, e.g., lack of food, shelter, money, clothing, education.</i>	B2																																																																																																																																										
<i>To understand that some people within Northamptonshire are affected by poverty.</i>	B2																																																																																																																																										
<i>To understand that not all people are treated in the same way and that this can be seen as inequality.</i>	B2																																																																																																																																										
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						
+Global Weeks																																																																																																																																											
<i>To understand what the terms diversity, culture and society mean.</i>																																																																																																																																											
<i>Recap cultures and beliefs taught in RE</i>																																																																																																																																											
<i>To understand that within Northamptonshire there is a range of cultures and societies.</i>																																																																																																																																											
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						
+Global Weeks																																																																																																																																											
<i>To understand what the terms poverty, equality and inequality mean. See LKS2.</i>																																																																																																																																											
<i>To understand some causes of poverty, e.g. natural disasters.</i>																																																																																																																																											
<i>To understand that people in the UK and other countries of the world live in poverty.</i>																																																																																																																																											
<i>To understand the impact that poverty has on people's quality of life.</i>																																																																																																																																											
<i>To explore examples of inequality in the areas of the world studied</i>																																																																																																																																											
A1	A3	A5	B1	B3	B5																																																																																																																																						
A2	A4	A6	B2	B4	B6																																																																																																																																						

			<p><i>To understand there are contributions of different cultures to our lives</i></p>	<p style="text-align: center;">+Global Weeks</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;"><i>To understand what the terms culture and prejudice mean.</i></td> <td style="width: 20%;">A4</td> </tr> <tr> <td><i>Recap cultures and beliefs from RE teaching.</i></td> <td></td> </tr> <tr> <td><i>To understand how the Greeks and Mayans have contributed to our lives.</i></td> <td>A1 B3</td> </tr> </table> <p>To empathise with people in local and more distant context.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global weeks</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;"><i>To understand what the word empathy means.</i></td> <td style="width: 20%;">A4 B4</td> </tr> <tr> <td><i>To compare our lives with that of those in different countries studied showing empathy when required</i></td> <td>A4 B4</td> </tr> </table> <p style="text-align: center;">-</p>	<i>To understand what the terms culture and prejudice mean.</i>	A4	<i>Recap cultures and beliefs from RE teaching.</i>		<i>To understand how the Greeks and Mayans have contributed to our lives.</i>	A1 B3	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global weeks						<i>To understand what the word empathy means.</i>	A4 B4	<i>To compare our lives with that of those in different countries studied showing empathy when required</i>	A4 B4																		
<i>To understand what the terms culture and prejudice mean.</i>	A4																																																	
<i>Recap cultures and beliefs from RE teaching.</i>																																																		
<i>To understand how the Greeks and Mayans have contributed to our lives.</i>	A1 B3																																																	
A1	A3	A5	B1	B3	B5																																													
A2	A4	A6	B2	B4	B6																																													
+Global weeks																																																		
<i>To understand what the word empathy means.</i>	A4 B4																																																	
<i>To compare our lives with that of those in different countries studied showing empathy when required</i>	A4 B4																																																	
<p>Understanding the world The Natural World (ELG):</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Human and Physical Geography</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 80%;"><i>To know the four seasons of the UK</i></td> <td style="width: 20%;">A6 B4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know the four seasons of the UK</i>	A6 B4	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 80%;"><i>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</i></td> <td style="width: 20%;">A4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</i>	A4	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including climate zones, biomes and vegetation belts. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 80%;"><i>To know why the ocean is important.</i></td> <td style="width: 20%;">B2</td> </tr> <tr> <td><i>To know that natural resources can be used to make energy.</i></td> <td>B6</td> </tr> <tr> <td><i>To name and describe some of the world's vegetation belts</i></td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know why the ocean is important.</i>	B2	<i>To know that natural resources can be used to make energy.</i>	B6	<i>To name and describe some of the world's vegetation belts</i>	B6
A1	A3	A5	B1	B3	B5																																													
A2	A4	A6	B2	B4	B6																																													
<i>To know the four seasons of the UK</i>	A6 B4																																																	
A1	A3	A5	B1	B3	B5																																													
A2	A4	A6	B2	B4	B6																																													
<i>To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.</i>	A4																																																	
A1	A3	A5	B1	B3	B5																																													
A2	A4	A6	B2	B4	B6																																													
<i>To know why the ocean is important.</i>	B2																																																	
<i>To know that natural resources can be used to make energy.</i>	B6																																																	
<i>To name and describe some of the world's vegetation belts</i>	B6																																																	

<p>Explore and make observations about the natural world in Autumn.</p> <p>Explore and make observations about the natural world in Winter.</p> <p>Explore and make observations about the natural world in Spring.</p> <p>Explore and make observations about the natural world in Summer.</p> <p>Know that there are four seasons in a year marked by certain weather conditions</p>	<table border="1"> <tr> <td><i>To know that weather refers to the conditions outside at a certain time</i></td> <td>A6 B4</td> </tr> <tr> <td><i>To know that different parts of the UK often experience different weather</i></td> <td>B4</td> </tr> <tr> <td><i>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future</i></td> <td>A4 B4</td> </tr> <tr> <td><i>To know that physical features means any feature of an area that is on the Earth naturally.</i></td> <td>A4 A6 B2 B4</td> </tr> <tr> <td><i>To know that human features means any feature of an area that was made or built by humans.</i></td> <td>A4 B2 B4</td> </tr> <tr> <td><i>To know that the Equator is an imaginary line around the middle of the Earth.</i></td> <td>A6</td> </tr> <tr> <td><i>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</i></td> <td>A6</td> </tr> <tr> <td><i>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</i></td> <td>A6</td> </tr> <tr> <td><i>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</i></td> <td>A6 B4</td> </tr> <tr> <td><i>Describing how the weather changes with each season in the UK- windy, snowy, hail, sun, rain, thunder, cloudy</i></td> <td>A6 B4</td> </tr> <tr> <td><i>Confidently using the vocabulary 'season' and 'weather'.</i></td> <td>A6 B4</td> </tr> </table>	<i>To know that weather refers to the conditions outside at a certain time</i>	A6 B4	<i>To know that different parts of the UK often experience different weather</i>	B4	<i>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future</i>	A4 B4	<i>To know that physical features means any feature of an area that is on the Earth naturally.</i>	A4 A6 B2 B4	<i>To know that human features means any feature of an area that was made or built by humans.</i>	A4 B2 B4	<i>To know that the Equator is an imaginary line around the middle of the Earth.</i>	A6	<i>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</i>	A6	<i>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</i>	A6	<i>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</i>	A6 B4	<i>Describing how the weather changes with each season in the UK- windy, snowy, hail, sun, rain, thunder, cloudy</i>	A6 B4	<i>Confidently using the vocabulary 'season' and 'weather'.</i>	A6 B4	<table border="1"> <tr> <td><i>To know the courses and key features of a river</i></td> <td>A4</td> </tr> <tr> <td><i>To know the different types of mountains and volcanoes and how they are formed.</i></td> <td>A6</td> </tr> <tr> <td><i>To know that an earthquake is the intense shaking of the ground.</i></td> <td>A6</td> </tr> <tr> <td><i>To know that climates can influence the foods able to grow.</i></td> <td>B6</td> </tr> <tr> <td><i>Understand some of the causes of climate change</i></td> <td>A6 B6</td> </tr> <tr> <td><i>Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur</i></td> <td>A4 A6</td> </tr> <tr> <td><i>Describe where volcanoes, earthquakes and mountains are located globally</i></td> <td>A6</td> </tr> <tr> <td><i>Describe and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</i></td> <td>A4 A6 B2 B6</td> </tr> </table> <ul style="list-style-type: none"> Human geography, including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water. <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <table border="1"> <tr> <td><i>To know water is used by humans in a variety of ways.</i></td> <td>A4 B2 B4</td> </tr> <tr> <td><i>To know an urban place is somewhere near a town or city.</i></td> <td>A4 B2</td> </tr> <tr> <td><i>To know a rural place is somewhere near the countryside.</i></td> <td>A4 B2</td> </tr> </table>	<i>To know the courses and key features of a river</i>	A4	<i>To know the different types of mountains and volcanoes and how they are formed.</i>	A6	<i>To know that an earthquake is the intense shaking of the ground.</i>	A6	<i>To know that climates can influence the foods able to grow.</i>	B6	<i>Understand some of the causes of climate change</i>	A6 B6	<i>Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur</i>	A4 A6	<i>Describe where volcanoes, earthquakes and mountains are located globally</i>	A6	<i>Describe and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</i>	A4 A6 B2 B6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know water is used by humans in a variety of ways.</i>	A4 B2 B4	<i>To know an urban place is somewhere near a town or city.</i>	A4 B2	<i>To know a rural place is somewhere near the countryside.</i>	A4 B2	<table border="1"> <tr> <td><i>To know that climates can influence the foods able to grow</i></td> <td>B4</td> </tr> <tr> <td><i>To know vegetation belts are areas of the world that are home to similar plant species.</i></td> <td>B4</td> </tr> <tr> <td><i>Describe and understand the key aspects of the six climate zones and six biomes</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather</i></td> <td>A2</td> </tr> <tr> <td><i>Describe and understand economic activity, including trade links.</i></td> <td>B4</td> </tr> </table> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and build on the distribution of natural resources including energy, food, minerals and water. <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <table border="1"> <tr> <td><i>To know the global population has grown significantly since the 1950s.</i></td> <td>A4</td> </tr> <tr> <td><i>To know which factors are considered before people build settlements</i></td> <td>A4</td> </tr> <tr> <td><i>To know migration is the movement of people from one country to another.</i></td> <td>A4</td> </tr> <tr> <td><i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial</i></td> <td>B4</td> </tr> </table>	<i>To know that climates can influence the foods able to grow</i>	B4	<i>To know vegetation belts are areas of the world that are home to similar plant species.</i>	B4	<i>Describe and understand the key aspects of the six climate zones and six biomes</i>	A2 B2	<i>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather</i>	A2	<i>Describe and understand economic activity, including trade links.</i>	B4	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know the global population has grown significantly since the 1950s.</i>	A4	<i>To know which factors are considered before people build settlements</i>	A4	<i>To know migration is the movement of people from one country to another.</i>	A4	<i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial</i>	B4
<i>To know that weather refers to the conditions outside at a certain time</i>	A6 B4																																																																																								
<i>To know that different parts of the UK often experience different weather</i>	B4																																																																																								
<i>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future</i>	A4 B4																																																																																								
<i>To know that physical features means any feature of an area that is on the Earth naturally.</i>	A4 A6 B2 B4																																																																																								
<i>To know that human features means any feature of an area that was made or built by humans.</i>	A4 B2 B4																																																																																								
<i>To know that the Equator is an imaginary line around the middle of the Earth.</i>	A6																																																																																								
<i>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</i>	A6																																																																																								
<i>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</i>	A6																																																																																								
<i>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</i>	A6 B4																																																																																								
<i>Describing how the weather changes with each season in the UK- windy, snowy, hail, sun, rain, thunder, cloudy</i>	A6 B4																																																																																								
<i>Confidently using the vocabulary 'season' and 'weather'.</i>	A6 B4																																																																																								
<i>To know the courses and key features of a river</i>	A4																																																																																								
<i>To know the different types of mountains and volcanoes and how they are formed.</i>	A6																																																																																								
<i>To know that an earthquake is the intense shaking of the ground.</i>	A6																																																																																								
<i>To know that climates can influence the foods able to grow.</i>	B6																																																																																								
<i>Understand some of the causes of climate change</i>	A6 B6																																																																																								
<i>Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur</i>	A4 A6																																																																																								
<i>Describe where volcanoes, earthquakes and mountains are located globally</i>	A6																																																																																								
<i>Describe and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</i>	A4 A6 B2 B6																																																																																								
A1	A3	A5	B1	B3	B5																																																																																				
A2	A4	A6	B2	B4	B6																																																																																				
<i>To know water is used by humans in a variety of ways.</i>	A4 B2 B4																																																																																								
<i>To know an urban place is somewhere near a town or city.</i>	A4 B2																																																																																								
<i>To know a rural place is somewhere near the countryside.</i>	A4 B2																																																																																								
<i>To know that climates can influence the foods able to grow</i>	B4																																																																																								
<i>To know vegetation belts are areas of the world that are home to similar plant species.</i>	B4																																																																																								
<i>Describe and understand the key aspects of the six climate zones and six biomes</i>	A2 B2																																																																																								
<i>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather</i>	A2																																																																																								
<i>Describe and understand economic activity, including trade links.</i>	B4																																																																																								
A1	A3	A5	B1	B3	B5																																																																																				
A2	A4	A6	B2	B4	B6																																																																																				
<i>To know the global population has grown significantly since the 1950s.</i>	A4																																																																																								
<i>To know which factors are considered before people build settlements</i>	A4																																																																																								
<i>To know migration is the movement of people from one country to another.</i>	A4																																																																																								
<i>To know the main types of land use Agriculture Residential Commercial - retail Commercial- Industrial</i>	B4																																																																																								

		<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <table border="1" data-bbox="689 320 1084 379"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table> <ul style="list-style-type: none"> <table border="1" data-bbox="645 440 1090 959"> <tr> <td>To know some key physical features of the UK</td> <td></td> </tr> <tr> <td>Beach</td> <td>B6</td> </tr> <tr> <td>Cliff</td> <td>B6</td> </tr> <tr> <td>Coast</td> <td>A4 B6</td> </tr> <tr> <td>Forest</td> <td>All</td> </tr> <tr> <td>Mountain</td> <td>All</td> </tr> <tr> <td>Sea</td> <td>All</td> </tr> <tr> <td>Ocean</td> <td>All</td> </tr> <tr> <td>River</td> <td>All</td> </tr> <tr> <td>Soil</td> <td>B6</td> </tr> <tr> <td>Valley</td> <td>ALL</td> </tr> <tr> <td>Vegetation</td> <td>ALL</td> </tr> <tr> <td>To know that coasts (and other physical features) change over time</td> <td>B6</td> </tr> </table> <table border="1" data-bbox="645 991 1090 1110"> <tr> <td>Locate hot and cold areas of the world on a world map</td> <td>A6</td> </tr> <tr> <td>Locate Equator, North and south pole on a world map</td> <td>A6</td> </tr> </table> <ul style="list-style-type: none"> Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <table border="1" data-bbox="689 1289 1084 1348"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	To know some key physical features of the UK		Beach	B6	Cliff	B6	Coast	A4 B6	Forest	All	Mountain	All	Sea	All	Ocean	All	River	All	Soil	B6	Valley	ALL	Vegetation	ALL	To know that coasts (and other physical features) change over time	B6	Locate hot and cold areas of the world on a world map	A6	Locate Equator, North and south pole on a world map	A6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<table border="1" data-bbox="1133 169 1592 467"> <tr> <td>To know that a natural resource is something that people can use which comes from the natural environment.</td> <td>All</td> </tr> <tr> <td>To know the threats to the rainforest both on a local and global scale.</td> <td>B6</td> </tr> <tr> <td>To know the UK grows food locally and imports food from other countries.</td> <td>A4 B2</td> </tr> </table> <table border="1" data-bbox="1133 504 1592 954"> <tr> <td>Describe how humans use water in a variety of ways.</td> <td>A4 B4 B6</td> </tr> <tr> <td>Explain why a settlement and community has grown in a particular location.</td> <td>A4 B2 B6</td> </tr> <tr> <td>Explain why different locations have different human features.</td> <td>A4 B4 B6</td> </tr> <tr> <td>Explain why people might prefer to live in an urban or rural place</td> <td>A4 B4 B6</td> </tr> <tr> <td>Describe how humans can impact the environment both positively and negatively, using examples.</td> <td>B6</td> </tr> </table>	To know that a natural resource is something that people can use which comes from the natural environment.	All	To know the threats to the rainforest both on a local and global scale.	B6	To know the UK grows food locally and imports food from other countries.	A4 B2	Describe how humans use water in a variety of ways.	A4 B4 B6	Explain why a settlement and community has grown in a particular location.	A4 B2 B6	Explain why different locations have different human features.	A4 B4 B6	Explain why people might prefer to live in an urban or rural place	A4 B4 B6	Describe how humans can impact the environment both positively and negatively, using examples.	B6	<table border="1" data-bbox="1630 169 2130 826"> <tr> <td>Commercial Business Recreational Transport</td> <td></td> </tr> <tr> <td>To know that a natural resource is something that people can use which comes from the natural environment</td> <td>B4</td> </tr> <tr> <td>To know that there are global connections between people and countries through trade and communications</td> <td>A4 B4</td> </tr> <tr> <td>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality</td> <td>B4</td> </tr> <tr> <td>To know the UK grows food locally and imports food from other countries.</td> <td>B4</td> </tr> <tr> <td>To know some positive and negative impacts of humans on the environment.</td> <td>A4 B2 B6</td> </tr> </table> <table border="1" data-bbox="1630 855 2130 1273"> <tr> <td>Describe the 'push' and 'pull' factors that people may consider when migrating.</td> <td>A4</td> </tr> <tr> <td>Understand the distribution of natural resources both globally and within a specific region or country studied</td> <td>A4 B6</td> </tr> <tr> <td>Recognise geographical issues affecting people in different places and environments.</td> <td>All</td> </tr> <tr> <td>Describe and explain how humans can impact the environment both positively and negatively, using examples</td> <td>All</td> </tr> </table>	Commercial Business Recreational Transport		To know that a natural resource is something that people can use which comes from the natural environment	B4	To know that there are global connections between people and countries through trade and communications	A4 B4	To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality	B4	To know the UK grows food locally and imports food from other countries.	B4	To know some positive and negative impacts of humans on the environment.	A4 B2 B6	Describe the 'push' and 'pull' factors that people may consider when migrating.	A4	Understand the distribution of natural resources both globally and within a specific region or country studied	A4 B6	Recognise geographical issues affecting people in different places and environments.	All	Describe and explain how humans can impact the environment both positively and negatively, using examples	All
A1	A3	A5	B1	B3	B5																																																																																									
A2	A4	A6	B2	B4	B6																																																																																									
To know some key physical features of the UK																																																																																														
Beach	B6																																																																																													
Cliff	B6																																																																																													
Coast	A4 B6																																																																																													
Forest	All																																																																																													
Mountain	All																																																																																													
Sea	All																																																																																													
Ocean	All																																																																																													
River	All																																																																																													
Soil	B6																																																																																													
Valley	ALL																																																																																													
Vegetation	ALL																																																																																													
To know that coasts (and other physical features) change over time	B6																																																																																													
Locate hot and cold areas of the world on a world map	A6																																																																																													
Locate Equator, North and south pole on a world map	A6																																																																																													
A1	A3	A5	B1	B3	B5																																																																																									
A2	A4	A6	B2	B4	B6																																																																																									
To know that a natural resource is something that people can use which comes from the natural environment.	All																																																																																													
To know the threats to the rainforest both on a local and global scale.	B6																																																																																													
To know the UK grows food locally and imports food from other countries.	A4 B2																																																																																													
Describe how humans use water in a variety of ways.	A4 B4 B6																																																																																													
Explain why a settlement and community has grown in a particular location.	A4 B2 B6																																																																																													
Explain why different locations have different human features.	A4 B4 B6																																																																																													
Explain why people might prefer to live in an urban or rural place	A4 B4 B6																																																																																													
Describe how humans can impact the environment both positively and negatively, using examples.	B6																																																																																													
Commercial Business Recreational Transport																																																																																														
To know that a natural resource is something that people can use which comes from the natural environment	B4																																																																																													
To know that there are global connections between people and countries through trade and communications	A4 B4																																																																																													
To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality	B4																																																																																													
To know the UK grows food locally and imports food from other countries.	B4																																																																																													
To know some positive and negative impacts of humans on the environment.	A4 B2 B6																																																																																													
Describe the 'push' and 'pull' factors that people may consider when migrating.	A4																																																																																													
Understand the distribution of natural resources both globally and within a specific region or country studied	A4 B6																																																																																													
Recognise geographical issues affecting people in different places and environments.	All																																																																																													
Describe and explain how humans can impact the environment both positively and negatively, using examples	All																																																																																													

		<p><i>To know some key human features INCLUDING UK and Shanghai</i></p> <table border="1"> <tr> <td>City</td> <td>A4, B2, B4, B6</td> </tr> <tr> <td>Town</td> <td>A2, A4, B6</td> </tr> <tr> <td>Village</td> <td>A2, B6</td> </tr> <tr> <td>Factory</td> <td>A4, A2</td> </tr> <tr> <td>Farm</td> <td>A2, A6</td> </tr> <tr> <td>House</td> <td>ALL</td> </tr> <tr> <td>Office</td> <td>ALL</td> </tr> <tr> <td>Port</td> <td>B6</td> </tr> <tr> <td>Harbour</td> <td>B6</td> </tr> <tr> <td>Shop</td> <td>ALL</td> </tr> <tr> <td><i>To know some key human features change over time</i></td> <td>A2 B6</td> </tr> </table>	City	A4, B2, B4, B6	Town	A2, A4, B6	Village	A2, B6	Factory	A4, A2	Farm	A2, A6	House	ALL	Office	ALL	Port	B6	Harbour	B6	Shop	ALL	<i>To know some key human features change over time</i>	A2 B6		<p>To understand how local actions affect the wider world.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>To understand the term 'wider world'.</i></td> <td>All</td> </tr> <tr> <td><i>To understand what a positive action is.</i></td> <td>All</td> </tr> <tr> <td><i>To understand what a negative action is.</i></td> <td>All</td> </tr> <tr> <td><i>To be able to identify how to make an environmental difference</i></td> <td>All</td> </tr> <tr> <td><i>To understand how to impact the local community</i></td> <td>All</td> </tr> <tr> <td><i>To understand how this can impact the wider world.</i></td> <td>All</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To understand the term 'wider world'.</i>	All	<i>To understand what a positive action is.</i>	All	<i>To understand what a negative action is.</i>	All	<i>To be able to identify how to make an environmental difference</i>	All	<i>To understand how to impact the local community</i>	All	<i>To understand how this can impact the wider world.</i>	All	<p>To identify connections between personal decisions and issues affecting people locally and globally.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>To know that decisions we make can affect other people locally and globally</i></td> <td>A4 B4 B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>To know that decisions we make can affect other people locally and globally</i>	A4 B4 B6							
City	A4, B2, B4, B6																																																																																			
Town	A2, A4, B6																																																																																			
Village	A2, B6																																																																																			
Factory	A4, A2																																																																																			
Farm	A2, A6																																																																																			
House	ALL																																																																																			
Office	ALL																																																																																			
Port	B6																																																																																			
Harbour	B6																																																																																			
Shop	ALL																																																																																			
<i>To know some key human features change over time</i>	A2 B6																																																																																			
A1	A3	A5	B1	B3	B5																																																																															
A2	A4	A6	B2	B4	B6																																																																															
+Global Weeks																																																																																				
<i>To understand the term 'wider world'.</i>	All																																																																																			
<i>To understand what a positive action is.</i>	All																																																																																			
<i>To understand what a negative action is.</i>	All																																																																																			
<i>To be able to identify how to make an environmental difference</i>	All																																																																																			
<i>To understand how to impact the local community</i>	All																																																																																			
<i>To understand how this can impact the wider world.</i>	All																																																																																			
A1	A3	A5	B1	B3	B5																																																																															
A2	A4	A6	B2	B4	B6																																																																															
+Global Weeks																																																																																				
<i>To know that decisions we make can affect other people locally and globally</i>	A4 B4 B6																																																																																			
<p>Understanding the World People, Culture and Communities (ELG)</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <table border="1"> <tr> <td>Comment on the features they see in their school and school grounds.</td> </tr> <tr> <td>Begin to recognise that a map is a picture of a place.</td> </tr> </table>	Comment on the features they see in their school and school grounds.	Begin to recognise that a map is a picture of a place.	<p>Geographical Skills and Fieldwork</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+ Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>To know that a globe is a spherical model of the Earth</i></td> <td>A6 B2</td> </tr> <tr> <td><i>To begin to recognise world maps as a flattened globe</i></td> <td>A6 B6</td> </tr> <tr> <td><i>To know that a map is a picture of a place, usually drawn from above</i></td> <td>A2 A4 B2</td> </tr> <tr> <td><i>To know that maps give information about the world – where and what?</i></td> <td></td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Weeks						<i>To know that a globe is a spherical model of the Earth</i>	A6 B2	<i>To begin to recognise world maps as a flattened globe</i>	A6 B6	<i>To know that a map is a picture of a place, usually drawn from above</i>	A2 A4 B2	<i>To know that maps give information about the world – where and what?</i>		<p>To use maps, atlases, globes and digital/computer mapping to locate countries studied and describe features studied.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+ Global Weeks+ Fieldwork week</td> </tr> </table> <table border="1"> <tr> <td><i>To recognise world maps as a flattened globe.</i></td> <td>A4 A6 B4 B6</td> </tr> <tr> <td><i>To understand that a scale shows how much smaller a map is compared to real life.</i></td> <td>A4 B2 B6</td> </tr> <tr> <td><i>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public</i></td> <td>A4 B2 B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Weeks+ Fieldwork week						<i>To recognise world maps as a flattened globe.</i>	A4 A6 B4 B6	<i>To understand that a scale shows how much smaller a map is compared to real life.</i>	A4 B2 B6	<i>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public</i>	A4 B2 B6	<p>To use maps, atlases, globes and digital/computer mapping to locate countries studied and describe features studied.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+ Global Weeks + Fieldwork week</td> </tr> </table> <table border="1"> <tr> <td><i>To know that contours on a map show height and slope.</i></td> <td>A6 B6</td> </tr> <tr> <td><i>Selecting a map for a specific purpose</i></td> <td>All</td> </tr> <tr> <td><i>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</i></td> <td>A2 A4 A6</td> </tr> <tr> <td><i>To know that purpose, scale, symbols and style are related</i></td> <td>A6</td> </tr> <tr> <td><i>To know 1:50,000 symbols and atlas symbols</i></td> <td>All</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Weeks + Fieldwork week						<i>To know that contours on a map show height and slope.</i>	A6 B6	<i>Selecting a map for a specific purpose</i>	All	<i>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</i>	A2 A4 A6	<i>To know that purpose, scale, symbols and style are related</i>	A6	<i>To know 1:50,000 symbols and atlas symbols</i>	All
Comment on the features they see in their school and school grounds.																																																																																				
Begin to recognise that a map is a picture of a place.																																																																																				
A1	A3	A5	B1	B3	B5																																																																															
A2	A4	A6	B2	B4	B6																																																																															
+ Global Weeks																																																																																				
<i>To know that a globe is a spherical model of the Earth</i>	A6 B2																																																																																			
<i>To begin to recognise world maps as a flattened globe</i>	A6 B6																																																																																			
<i>To know that a map is a picture of a place, usually drawn from above</i>	A2 A4 B2																																																																																			
<i>To know that maps give information about the world – where and what?</i>																																																																																				
A1	A3	A5	B1	B3	B5																																																																															
A2	A4	A6	B2	B4	B6																																																																															
+ Global Weeks+ Fieldwork week																																																																																				
<i>To recognise world maps as a flattened globe.</i>	A4 A6 B4 B6																																																																																			
<i>To understand that a scale shows how much smaller a map is compared to real life.</i>	A4 B2 B6																																																																																			
<i>To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public</i>	A4 B2 B6																																																																																			
A1	A3	A5	B1	B3	B5																																																																															
A2	A4	A6	B2	B4	B6																																																																															
+ Global Weeks + Fieldwork week																																																																																				
<i>To know that contours on a map show height and slope.</i>	A6 B6																																																																																			
<i>Selecting a map for a specific purpose</i>	All																																																																																			
<i>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</i>	A2 A4 A6																																																																																			
<i>To know that purpose, scale, symbols and style are related</i>	A6																																																																																			
<i>To know 1:50,000 symbols and atlas symbols</i>	All																																																																																			

<p>Begin to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes</p> <p>Draw real or imaginary maps even if features are indistinguishable.</p> <p>Begin to use modelled directional vocabulary when describing features in the surrounding environment</p> <p>Know that usually water is represented in blue on a map or globe</p> <p>Recognise some features on maps (real or imaginary).</p>		<table border="1"> <tr> <td><i>To know that atlases give information about the world and that a map tells us information about a place</i></td> <td>A2 A4 B2</td> </tr> <tr> <td><i>Use an atlas to locate the UK</i></td> <td>ALL</td> </tr> <tr> <td><i>Use a map to locate the four countries of the UK</i></td> <td>B2 B4 B6</td> </tr> <tr> <td><i>Use a map, globe and atlas to locate the five oceans</i></td> <td>B2 B6</td> </tr> <tr> <td><i>Use a world map, globe and atlas to locate all the world's seven continents on a world map.</i></td> <td>A4 A6</td> </tr> <tr> <td><i>Use an atlas to locate the four capital cities of the UK.</i></td> <td>B6</td> </tr> </table>	<i>To know that atlases give information about the world and that a map tells us information about a place</i>	A2 A4 B2	<i>Use an atlas to locate the UK</i>	ALL	<i>Use a map to locate the four countries of the UK</i>	B2 B4 B6	<i>Use a map, globe and atlas to locate the five oceans</i>	B2 B6	<i>Use a world map, globe and atlas to locate all the world's seven continents on a world map.</i>	A4 A6	<i>Use an atlas to locate the four capital cities of the UK.</i>	B6	<table border="1"> <tr> <td><i>transport and for security purposes.</i></td> <td></td> </tr> <tr> <td><i>To know that an OS map shows human and physical features as symbols</i></td> <td>A4 B2 B6</td> </tr> <tr> <td><i>Find countries and features of countries in an atlas using contents and index.</i></td> <td>All</td> </tr> <tr> <td><i>Follow a route on a map with some accuracy</i></td> <td>A2 A6 B4</td> </tr> <tr> <td><i>Say which directions are N, S, E, W on an OS map.</i></td> <td>B2</td> </tr> <tr> <td><i>Use maps at more than one scale</i></td> <td>All</td> </tr> <tr> <td><i>Use large scale maps outside</i></td> <td>All</td> </tr> <tr> <td><i>Locate photos of features on maps</i></td> <td>All</td> </tr> <tr> <td><i>Use aerial views and label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</i></td> <td>All</td> </tr> <tr> <td><i>Recognise patterns on maps and begin to explain what they show</i></td> <td>All</td> </tr> <tr> <td><i>Explain what places are like using maps at a local scale</i></td> <td>A4 B2</td> </tr> <tr> <td><i>Make a map of a small area with features in correct places</i></td> <td>B2</td> </tr> <tr> <td><i>Map land use in a small local area using maps and plans.</i></td> <td>B6</td> </tr> <tr> <td><i>Use scale bar to estimate and calculate some distances</i></td> <td>A4 B4</td> </tr> <tr> <td><i>Use some ordnance survey style symbols</i></td> <td>All</td> </tr> <tr> <td><i>Digital maps (DM) Use zoom function to locate places</i></td> <td>All</td> </tr> <tr> <td><i>DM- Use zoom function to explore different places at different scales</i></td> <td>All</td> </tr> </table>	<i>transport and for security purposes.</i>		<i>To know that an OS map shows human and physical features as symbols</i>	A4 B2 B6	<i>Find countries and features of countries in an atlas using contents and index.</i>	All	<i>Follow a route on a map with some accuracy</i>	A2 A6 B4	<i>Say which directions are N, S, E, W on an OS map.</i>	B2	<i>Use maps at more than one scale</i>	All	<i>Use large scale maps outside</i>	All	<i>Locate photos of features on maps</i>	All	<i>Use aerial views and label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</i>	All	<i>Recognise patterns on maps and begin to explain what they show</i>	All	<i>Explain what places are like using maps at a local scale</i>	A4 B2	<i>Make a map of a small area with features in correct places</i>	B2	<i>Map land use in a small local area using maps and plans.</i>	B6	<i>Use scale bar to estimate and calculate some distances</i>	A4 B4	<i>Use some ordnance survey style symbols</i>	All	<i>Digital maps (DM) Use zoom function to locate places</i>	All	<i>DM- Use zoom function to explore different places at different scales</i>	All	<table border="1"> <tr> <td><i>Use atlases, maps, globes and digital mapping to locate countries studied.</i></td> <td>All</td> </tr> <tr> <td><i>Use models and maps to talk about contours and slopes</i></td> <td>B6</td> </tr> <tr> <td><i>Follow a short pre-prepared route on an OS map.</i></td> <td>A2 A4 A6</td> </tr> <tr> <td><i>Make sketch maps of areas studied including labels and keys where necessary</i></td> <td>A2 A6 B6</td> </tr> <tr> <td><i>Use index and contents page of an atlas</i></td> <td>A2 A4 B2 B4 B6</td> </tr> <tr> <td><i>Use thematic maps for specific purposes</i></td> <td>A4 B2</td> </tr> <tr> <td><i>Interpret distribution maps and use thematic maps for information</i></td> <td>A4 B4 B6</td> </tr> <tr> <td><i>Follow a route up to 1:50,000 OS maps</i></td> <td>A4 A6</td> </tr> <tr> <td><i>Align a map with a route</i></td> <td>A4</td> </tr> <tr> <td><i>Appreciate maps cannot show everything</i></td> <td>All</td> </tr> <tr> <td><i>Use a range of viewpoints up to satellite</i></td> <td>All</td> </tr> <tr> <td><i>Describe height and slope using maps, field work and photographs</i></td> <td>A6</td> </tr> <tr> <td><i>Read and compare map scales.</i></td> <td>All</td> </tr> <tr> <td><i>Digital Maps (DM) Combine area and point markers to illustrate a theme.</i></td> <td>A6</td> </tr> <tr> <td><i>Use maps to research factual information about locations and features.</i></td> <td>All</td> </tr> <tr> <td><i>DM: Use linear and area measuring tools accurately</i></td> <td>A6</td> </tr> </table>	<i>Use atlases, maps, globes and digital mapping to locate countries studied.</i>	All	<i>Use models and maps to talk about contours and slopes</i>	B6	<i>Follow a short pre-prepared route on an OS map.</i>	A2 A4 A6	<i>Make sketch maps of areas studied including labels and keys where necessary</i>	A2 A6 B6	<i>Use index and contents page of an atlas</i>	A2 A4 B2 B4 B6	<i>Use thematic maps for specific purposes</i>	A4 B2	<i>Interpret distribution maps and use thematic maps for information</i>	A4 B4 B6	<i>Follow a route up to 1:50,000 OS maps</i>	A4 A6	<i>Align a map with a route</i>	A4	<i>Appreciate maps cannot show everything</i>	All	<i>Use a range of viewpoints up to satellite</i>	All	<i>Describe height and slope using maps, field work and photographs</i>	A6	<i>Read and compare map scales.</i>	All	<i>Digital Maps (DM) Combine area and point markers to illustrate a theme.</i>	A6	<i>Use maps to research factual information about locations and features.</i>	All	<i>DM: Use linear and area measuring tools accurately</i>	A6
<i>To know that atlases give information about the world and that a map tells us information about a place</i>	A2 A4 B2																																																																																	
<i>Use an atlas to locate the UK</i>	ALL																																																																																	
<i>Use a map to locate the four countries of the UK</i>	B2 B4 B6																																																																																	
<i>Use a map, globe and atlas to locate the five oceans</i>	B2 B6																																																																																	
<i>Use a world map, globe and atlas to locate all the world's seven continents on a world map.</i>	A4 A6																																																																																	
<i>Use an atlas to locate the four capital cities of the UK.</i>	B6																																																																																	
<i>transport and for security purposes.</i>																																																																																		
<i>To know that an OS map shows human and physical features as symbols</i>	A4 B2 B6																																																																																	
<i>Find countries and features of countries in an atlas using contents and index.</i>	All																																																																																	
<i>Follow a route on a map with some accuracy</i>	A2 A6 B4																																																																																	
<i>Say which directions are N, S, E, W on an OS map.</i>	B2																																																																																	
<i>Use maps at more than one scale</i>	All																																																																																	
<i>Use large scale maps outside</i>	All																																																																																	
<i>Locate photos of features on maps</i>	All																																																																																	
<i>Use aerial views and label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied.</i>	All																																																																																	
<i>Recognise patterns on maps and begin to explain what they show</i>	All																																																																																	
<i>Explain what places are like using maps at a local scale</i>	A4 B2																																																																																	
<i>Make a map of a small area with features in correct places</i>	B2																																																																																	
<i>Map land use in a small local area using maps and plans.</i>	B6																																																																																	
<i>Use scale bar to estimate and calculate some distances</i>	A4 B4																																																																																	
<i>Use some ordnance survey style symbols</i>	All																																																																																	
<i>Digital maps (DM) Use zoom function to locate places</i>	All																																																																																	
<i>DM- Use zoom function to explore different places at different scales</i>	All																																																																																	
<i>Use atlases, maps, globes and digital mapping to locate countries studied.</i>	All																																																																																	
<i>Use models and maps to talk about contours and slopes</i>	B6																																																																																	
<i>Follow a short pre-prepared route on an OS map.</i>	A2 A4 A6																																																																																	
<i>Make sketch maps of areas studied including labels and keys where necessary</i>	A2 A6 B6																																																																																	
<i>Use index and contents page of an atlas</i>	A2 A4 B2 B4 B6																																																																																	
<i>Use thematic maps for specific purposes</i>	A4 B2																																																																																	
<i>Interpret distribution maps and use thematic maps for information</i>	A4 B4 B6																																																																																	
<i>Follow a route up to 1:50,000 OS maps</i>	A4 A6																																																																																	
<i>Align a map with a route</i>	A4																																																																																	
<i>Appreciate maps cannot show everything</i>	All																																																																																	
<i>Use a range of viewpoints up to satellite</i>	All																																																																																	
<i>Describe height and slope using maps, field work and photographs</i>	A6																																																																																	
<i>Read and compare map scales.</i>	All																																																																																	
<i>Digital Maps (DM) Combine area and point markers to illustrate a theme.</i>	A6																																																																																	
<i>Use maps to research factual information about locations and features.</i>	All																																																																																	
<i>DM: Use linear and area measuring tools accurately</i>	A6																																																																																	
		<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <table border="1"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <table border="1"> <tr> <td><i>To know that an aerial photograph is a photograph taken from the air above.</i></td> <td>A2 A4 B2</td> </tr> <tr> <td><i>To know that a map is a picture of a place, usually drawn from above.</i></td> <td>A2 A4 B2</td> </tr> <tr> <td><i>To know that maps need a title and purpose.</i></td> <td>B4</td> </tr> <tr> <td><i>To know that maps need a key to explain what the symbols and colours represent</i></td> <td>A4</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	<i>To know that an aerial photograph is a photograph taken from the air above.</i>	A2 A4 B2	<i>To know that a map is a picture of a place, usually drawn from above.</i>	A2 A4 B2	<i>To know that maps need a title and purpose.</i>	B4	<i>To know that maps need a key to explain what the symbols and colours represent</i>	A4																																																												
A1	A3	A5	B1	B3	B5																																																																													
A2	A4	A6	B2	B4	B6																																																																													
<i>To know that an aerial photograph is a photograph taken from the air above.</i>	A2 A4 B2																																																																																	
<i>To know that a map is a picture of a place, usually drawn from above.</i>	A2 A4 B2																																																																																	
<i>To know that maps need a title and purpose.</i>	B4																																																																																	
<i>To know that maps need a key to explain what the symbols and colours represent</i>	A4																																																																																	

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL CURRICULUM MAP: GEOGRAPHY

		<table border="1"> <tbody> <tr> <td><i>To know that symbols are often used on maps to represent features</i></td> <td>A2 A4 B2</td> </tr> <tr> <td><i>To know what a sketch map is</i></td> <td>A4</td> </tr> </tbody> </table>	<i>To know that symbols are often used on maps to represent features</i>	A2 A4 B2	<i>To know what a sketch map is</i>	A4	<table border="1"> <tbody> <tr> <td><i>DM- Add a range of annotation labels and text to help me explain feature of places</i></td> <td>All</td> </tr> <tr> <td><i>DM- Highlight an area on a map and measure it using Area Measurement Tool</i></td> <td>A4 B4</td> </tr> <tr> <td><i>DM- Highlight areas using given radius</i></td> <td>A4</td> </tr> </tbody> </table>	<i>DM- Add a range of annotation labels and text to help me explain feature of places</i>	All	<i>DM- Highlight an area on a map and measure it using Area Measurement Tool</i>	A4 B4	<i>DM- Highlight areas using given radius</i>	A4													
<i>To know that symbols are often used on maps to represent features</i>	A2 A4 B2																									
<i>To know what a sketch map is</i>	A4																									
<i>DM- Add a range of annotation labels and text to help me explain feature of places</i>	All																									
<i>DM- Highlight an area on a map and measure it using Area Measurement Tool</i>	A4 B4																									
<i>DM- Highlight areas using given radius</i>	A4																									
		<table border="1"> <tbody> <tr> <td><i>Find information on aerial photographs- Recognising human and physical features</i></td> <td>A2 A4 B2 B6</td> </tr> <tr> <td><i>Using a map to follow a prepared route.</i></td> <td>A2</td> </tr> <tr> <td><i>Recognise simple features on maps such as buildings, roads and fields</i></td> <td>A2 A4 B2 B6</td> </tr> <tr> <td><i>Use maps to talk about everyday life- where I live, journey to school and where places are locally.</i></td> <td>A2</td> </tr> <tr> <td><i>Explain where places are where they are</i></td> <td>A2 A4 B2 B6</td> </tr> <tr> <td><i>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</i></td> <td>A2 A4 B6</td> </tr> <tr> <td><i>Draw a map and using class agreed symbols to make a simple key.</i></td> <td>A2 B6</td> </tr> <tr> <td><i>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Add labels to sketch maps.</i></td> <td>A4</td> </tr> <tr> <td><i>Recognise why maps need a title.</i></td> <td>B6</td> </tr> <tr> <td><i>Find a given OS symbol on a map with support.</i></td> <td>A2 B6</td> </tr> </tbody> </table>	<i>Find information on aerial photographs- Recognising human and physical features</i>	A2 A4 B2 B6	<i>Using a map to follow a prepared route.</i>	A2	<i>Recognise simple features on maps such as buildings, roads and fields</i>	A2 A4 B2 B6	<i>Use maps to talk about everyday life- where I live, journey to school and where places are locally.</i>	A2	<i>Explain where places are where they are</i>	A2 A4 B2 B6	<i>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</i>	A2 A4 B6	<i>Draw a map and using class agreed symbols to make a simple key.</i>	A2 B6	<i>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</i>	A2 B2	<i>Add labels to sketch maps.</i>	A4	<i>Recognise why maps need a title.</i>	B6	<i>Find a given OS symbol on a map with support.</i>	A2 B6		
<i>Find information on aerial photographs- Recognising human and physical features</i>	A2 A4 B2 B6																									
<i>Using a map to follow a prepared route.</i>	A2																									
<i>Recognise simple features on maps such as buildings, roads and fields</i>	A2 A4 B2 B6																									
<i>Use maps to talk about everyday life- where I live, journey to school and where places are locally.</i>	A2																									
<i>Explain where places are where they are</i>	A2 A4 B2 B6																									
<i>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</i>	A2 A4 B6																									
<i>Draw a map and using class agreed symbols to make a simple key.</i>	A2 B6																									
<i>Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</i>	A2 B2																									
<i>Add labels to sketch maps.</i>	A4																									
<i>Recognise why maps need a title.</i>	B6																									
<i>Find a given OS symbol on a map with support.</i>	A2 B6																									

		<table border="1"> <tr> <td>Digital maps (DM)-Find places using simple name search</td> <td>A2 A4 B6</td> </tr> <tr> <td>DM- Add simple information to maps – labels, markers</td> <td>A2 A4 B6</td> </tr> <tr> <td>DM- Use measuring tool with support to show distance</td> <td>A2</td> </tr> <tr> <td>DM- Zoom in and out of a map, highlight key areas</td> <td>A2</td> </tr> <tr> <td>DM- Draw a simple route and add image to a map</td> <td>A2 B6</td> </tr> </table> <p>To 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> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Fieldwork Week</td> </tr> </table> <table border="1"> <tr> <td>To know that a compass is an instrument we can use to find which direction is north.</td> <td>B6 A4</td> </tr> <tr> <td>To know which direction is N, S, E, W on a map.</td> <td>A4 A6</td> </tr> <tr> <td>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards)</td> <td>A2 A4 B2 B4</td> </tr> <tr> <td>Know which direction N is on an Ordnance survey map</td> <td>A2 B2 B6</td> </tr> </table> <table border="1"> <tr> <td>Use directional language to describe the location of objects in the classroom and playground</td> <td>A2 B2 B4</td> </tr> </table>	Digital maps (DM)-Find places using simple name search	A2 A4 B6	DM- Add simple information to maps – labels, markers	A2 A4 B6	DM- Use measuring tool with support to show distance	A2	DM- Zoom in and out of a map, highlight key areas	A2	DM- Draw a simple route and add image to a map	A2 B6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Fieldwork Week						To know that a compass is an instrument we can use to find which direction is north.	B6 A4	To know which direction is N, S, E, W on a map.	A4 A6	To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards)	A2 A4 B2 B4	Know which direction N is on an Ordnance survey map	A2 B2 B6	Use directional language to describe the location of objects in the classroom and playground	A2 B2 B4	<p>To use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Fieldwork Week</td> </tr> </table> <table border="1"> <tr> <td>To know that grid references help us locate a particular square on a map.</td> <td>A4</td> </tr> <tr> <td>To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.</td> <td>A4 B4</td> </tr> <tr> <td>To know that 6 grid references can help me find a place more accurately than 4-figure coordinates.</td> <td>A4 B2 B4</td> </tr> </table> <table border="1"> <tr> <td>Give direction instructions up to 8 cardinal points</td> <td>B2</td> </tr> <tr> <td>Use 4-figure coordinates to locate features</td> <td>B2</td> </tr> <tr> <td>Use simple grids</td> <td>B2</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Fieldwork Week						To know that grid references help us locate a particular square on a map.	A4	To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	A4 B4	To know that 6 grid references can help me find a place more accurately than 4-figure coordinates.	A4 B2 B4	Give direction instructions up to 8 cardinal points	B2	Use 4-figure coordinates to locate features	B2	Use simple grids	B2	<p>To use the eight points of a compass, four-figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Fieldwork Week</td> </tr> </table> <p>B4 = Residential</p> <table border="1"> <tr> <td>Accurately use four and six-figure grid references to locate features on a map in regions studied</td> <td>A4 A6 B6</td> </tr> <tr> <td>Confidently locate features using the 8 points of a compass</td> <td>A4 A6</td> </tr> <tr> <td>Identifying the eight compass points on an OS map</td> <td>A6</td> </tr> <tr> <td>Plan a journey to another part of the world using six-figure grid references and the eight points of a compass.</td> <td>A4</td> </tr> <tr> <td>Give directions and instructions to 8 cardinal points.</td> <td>A6</td> </tr> <tr> <td>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</td> <td>A6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Fieldwork Week						Accurately use four and six-figure grid references to locate features on a map in regions studied	A4 A6 B6	Confidently locate features using the 8 points of a compass	A4 A6	Identifying the eight compass points on an OS map	A6	Plan a journey to another part of the world using six-figure grid references and the eight points of a compass.	A4	Give directions and instructions to 8 cardinal points.	A6	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	A6
Digital maps (DM)-Find places using simple name search	A2 A4 B6																																																																																																					
DM- Add simple information to maps – labels, markers	A2 A4 B6																																																																																																					
DM- Use measuring tool with support to show distance	A2																																																																																																					
DM- Zoom in and out of a map, highlight key areas	A2																																																																																																					
DM- Draw a simple route and add image to a map	A2 B6																																																																																																					
A1	A3	A5	B1	B3	B5																																																																																																	
A2	A4	A6	B2	B4	B6																																																																																																	
+Fieldwork Week																																																																																																						
To know that a compass is an instrument we can use to find which direction is north.	B6 A4																																																																																																					
To know which direction is N, S, E, W on a map.	A4 A6																																																																																																					
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards)	A2 A4 B2 B4																																																																																																					
Know which direction N is on an Ordnance survey map	A2 B2 B6																																																																																																					
Use directional language to describe the location of objects in the classroom and playground	A2 B2 B4																																																																																																					
A1	A3	A5	B1	B3	B5																																																																																																	
A2	A4	A6	B2	B4	B6																																																																																																	
+Fieldwork Week																																																																																																						
To know that grid references help us locate a particular square on a map.	A4																																																																																																					
To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.	A4 B4																																																																																																					
To know that 6 grid references can help me find a place more accurately than 4-figure coordinates.	A4 B2 B4																																																																																																					
Give direction instructions up to 8 cardinal points	B2																																																																																																					
Use 4-figure coordinates to locate features	B2																																																																																																					
Use simple grids	B2																																																																																																					
A1	A3	A5	B1	B3	B5																																																																																																	
A2	A4	A6	B2	B4	B6																																																																																																	
+Fieldwork Week																																																																																																						
Accurately use four and six-figure grid references to locate features on a map in regions studied	A4 A6 B6																																																																																																					
Confidently locate features using the 8 points of a compass	A4 A6																																																																																																					
Identifying the eight compass points on an OS map	A6																																																																																																					
Plan a journey to another part of the world using six-figure grid references and the eight points of a compass.	A4																																																																																																					
Give directions and instructions to 8 cardinal points.	A6																																																																																																					
Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	A6																																																																																																					

		<table border="1"> <tr> <td><i>Use directional language to describe features on a map in relation to other features (real or imaginary)</i></td> <td>A2 A4 B2 B4</td> </tr> <tr> <td><i>Respond to instructions using directional language to follow routes.</i></td> <td>A2 B4</td> </tr> <tr> <td><i>Use locational language and the compass points (N, S, E, W) to describe the location of features on a map</i></td> <td>B2 B6</td> </tr> <tr> <td><i>Use locational language and the compass points (N, S, E, W) to describe the route on a map.</i></td> <td>B6</td> </tr> </table> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+ Fieldwork week</td> </tr> </table> <table border="1"> <tr> <td>To know that a tally chart is a way of collecting data quickly.</td> <td>B6</td> </tr> <tr> <td>To know that a pictogram is a chart that uses pictures to show data.</td> <td>B6</td> </tr> </table> <table border="1"> <tr> <td><i>Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field).</i></td> <td>A2</td> </tr> <tr> <td><i>Discuss the features they see in the area surrounding their school when on a walk.</i></td> <td>A2 B4</td> </tr> </table>	<i>Use directional language to describe features on a map in relation to other features (real or imaginary)</i>	A2 A4 B2 B4	<i>Respond to instructions using directional language to follow routes.</i>	A2 B4	<i>Use locational language and the compass points (N, S, E, W) to describe the location of features on a map</i>	B2 B6	<i>Use locational language and the compass points (N, S, E, W) to describe the route on a map.</i>	B6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Fieldwork week						To know that a tally chart is a way of collecting data quickly.	B6	To know that a pictogram is a chart that uses pictures to show data.	B6	<i>Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field).</i>	A2	<i>Discuss the features they see in the area surrounding their school when on a walk.</i>	A2 B4	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Fieldwork Week</td> </tr> </table> <table border="1"> <tr> <td>To know an enquiry-based question has an open-ended answer found by research.</td> <td>A4 B2 B6</td> </tr> <tr> <td><i>To know how to use various simple sampling techniques.</i></td> <td>A4 B2 B6</td> </tr> <tr> <td><i>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</i></td> <td>A4 B2 B6</td> </tr> <tr> <td><i>To know that quantitative data involves numerical facts and figures and is often objective.</i></td> <td>B6</td> </tr> <tr> <td><i>To know that qualitative data</i></td> <td>B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Fieldwork Week						To know an enquiry-based question has an open-ended answer found by research.	A4 B2 B6	<i>To know how to use various simple sampling techniques.</i>	A4 B2 B6	<i>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</i>	A4 B2 B6	<i>To know that quantitative data involves numerical facts and figures and is often objective.</i>	B6	<i>To know that qualitative data</i>	B6	<p>To build on fieldwork skills to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+ Fieldwork Week</td> </tr> </table> <table border="1"> <tr> <td><i>To be aware of some issues in the local area.</i></td> <td>A6</td> </tr> <tr> <td><i>To know what a range of data collection methods look like.</i></td> <td>A6</td> </tr> <tr> <td><i>To know how to use a range of data collection methods.</i></td> <td>A6 A4 B6</td> </tr> </table> <table border="1"> <tr> <td><i>Develop their own enquiry questions</i></td> <td>A6 B6</td> </tr> <tr> <td><i>Choose the best approach to answering an enquiry question.</i></td> <td>A6 B6</td> </tr> <tr> <td><i>Select appropriate methods for data collection.</i></td> <td>A2 A6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Fieldwork Week						<i>To be aware of some issues in the local area.</i>	A6	<i>To know what a range of data collection methods look like.</i>	A6	<i>To know how to use a range of data collection methods.</i>	A6 A4 B6	<i>Develop their own enquiry questions</i>	A6 B6	<i>Choose the best approach to answering an enquiry question.</i>	A6 B6	<i>Select appropriate methods for data collection.</i>	A2 A6
<i>Use directional language to describe features on a map in relation to other features (real or imaginary)</i>	A2 A4 B2 B4																																																																																															
<i>Respond to instructions using directional language to follow routes.</i>	A2 B4																																																																																															
<i>Use locational language and the compass points (N, S, E, W) to describe the location of features on a map</i>	B2 B6																																																																																															
<i>Use locational language and the compass points (N, S, E, W) to describe the route on a map.</i>	B6																																																																																															
A1	A3	A5	B1	B3	B5																																																																																											
A2	A4	A6	B2	B4	B6																																																																																											
+ Fieldwork week																																																																																																
To know that a tally chart is a way of collecting data quickly.	B6																																																																																															
To know that a pictogram is a chart that uses pictures to show data.	B6																																																																																															
<i>Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field).</i>	A2																																																																																															
<i>Discuss the features they see in the area surrounding their school when on a walk.</i>	A2 B4																																																																																															
A1	A3	A5	B1	B3	B5																																																																																											
A2	A4	A6	B2	B4	B6																																																																																											
+Fieldwork Week																																																																																																
To know an enquiry-based question has an open-ended answer found by research.	A4 B2 B6																																																																																															
<i>To know how to use various simple sampling techniques.</i>	A4 B2 B6																																																																																															
<i>To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.</i>	A4 B2 B6																																																																																															
<i>To know that quantitative data involves numerical facts and figures and is often objective.</i>	B6																																																																																															
<i>To know that qualitative data</i>	B6																																																																																															
A1	A3	A5	B1	B3	B5																																																																																											
A2	A4	A6	B2	B4	B6																																																																																											
+ Fieldwork Week																																																																																																
<i>To be aware of some issues in the local area.</i>	A6																																																																																															
<i>To know what a range of data collection methods look like.</i>	A6																																																																																															
<i>To know how to use a range of data collection methods.</i>	A6 A4 B6																																																																																															
<i>Develop their own enquiry questions</i>	A6 B6																																																																																															
<i>Choose the best approach to answering an enquiry question.</i>	A6 B6																																																																																															
<i>Select appropriate methods for data collection.</i>	A2 A6																																																																																															

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL CURRICULUM MAP: GEOGRAPHY

		<table border="1"> <tr> <td>Look down on objects and make a plan for example on desk, high window to playground</td> <td>A2</td> </tr> <tr> <td>Ask and answer simple questions about human and physical features of the area surrounding their school grounds.</td> <td>A2 A4 A6</td> </tr> <tr> <td>Collect quantitative data through a small survey of the local area/school to answer an enquiry question</td> <td>A2 B2 A4</td> </tr> <tr> <td>Classify the features they notice into human and physical with teacher support.</td> <td>ALL</td> </tr> <tr> <td>Take digital photographs of geographical features in the locality</td> <td>A2 B2</td> </tr> <tr> <td>Present data in simple tally charts or pictograms and commenting on what the data shows.</td> <td>A2 B2</td> </tr> <tr> <td>Ask and answer simple questions about data.</td> <td>ALL</td> </tr> <tr> <td>Recognise there are different ways to answer a question.</td> <td>ALL</td> </tr> <tr> <td>Use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</td> <td>A2 B2</td> </tr> </table>	Look down on objects and make a plan for example on desk, high window to playground	A2	Ask and answer simple questions about human and physical features of the area surrounding their school grounds.	A2 A4 A6	Collect quantitative data through a small survey of the local area/school to answer an enquiry question	A2 B2 A4	Classify the features they notice into human and physical with teacher support.	ALL	Take digital photographs of geographical features in the locality	A2 B2	Present data in simple tally charts or pictograms and commenting on what the data shows.	A2 B2	Ask and answer simple questions about data.	ALL	Recognise there are different ways to answer a question.	ALL	Use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	A2 B2	<table border="1"> <tr> <td>involves opinions, thoughts and feelings and is often subjective.</td> <td></td> </tr> <tr> <td>Make a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</td> <td>A4 B6</td> </tr> <tr> <td>Ask and answer one-step and two-step geographical questions.</td> <td>A4 A6 B2 B6</td> </tr> <tr> <td>Observe, record, and name geographical features in their local environments.</td> <td>A4 A6 B2</td> </tr> <tr> <td>Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.</td> <td>A4 B6</td> </tr> <tr> <td>Collect quantitative data in charts and graphs.</td> <td>B6</td> </tr> <tr> <td>Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</td> <td>A4 A6 B6</td> </tr> <tr> <td>Find answers to geographical questions through data collection</td> <td>A4 A6 B2 B6</td> </tr> </table>	involves opinions, thoughts and feelings and is often subjective.		Make a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	A4 B6	Ask and answer one-step and two-step geographical questions.	A4 A6 B2 B6	Observe, record, and name geographical features in their local environments.	A4 A6 B2	Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.	A4 B6	Collect quantitative data in charts and graphs.	B6	Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.	A4 A6 B6	Find answers to geographical questions through data collection	A4 A6 B2 B6	<table border="1"> <tr> <td></td> <td>B2 B6</td> </tr> <tr> <td>Use a simplified Likert Scale to record their judgements of environmental quality.</td> <td>A4 A6</td> </tr> <tr> <td>Conduct interviews/questionnaires to collect qualitative data.</td> <td>A2 A4 A6 B6</td> </tr> <tr> <td>Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information</td> <td>A2 A4 A6 B2 B6</td> </tr> <tr> <td>Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.</td> <td>All</td> </tr> <tr> <td>Evaluate evidence collected and suggesting ways to improve this.</td> <td>A6 B4</td> </tr> <tr> <td>Analyse quantitative data in pie charts, line graphs and graphs with two variables.</td> <td>A6 B2</td> </tr> </table>		B2 B6	Use a simplified Likert Scale to record their judgements of environmental quality.	A4 A6	Conduct interviews/questionnaires to collect qualitative data.	A2 A4 A6 B6	Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information	A2 A4 A6 B2 B6	Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.	All	Evaluate evidence collected and suggesting ways to improve this.	A6 B4	Analyse quantitative data in pie charts, line graphs and graphs with two variables.	A6 B2						
Look down on objects and make a plan for example on desk, high window to playground	A2																																																									
Ask and answer simple questions about human and physical features of the area surrounding their school grounds.	A2 A4 A6																																																									
Collect quantitative data through a small survey of the local area/school to answer an enquiry question	A2 B2 A4																																																									
Classify the features they notice into human and physical with teacher support.	ALL																																																									
Take digital photographs of geographical features in the locality	A2 B2																																																									
Present data in simple tally charts or pictograms and commenting on what the data shows.	A2 B2																																																									
Ask and answer simple questions about data.	ALL																																																									
Recognise there are different ways to answer a question.	ALL																																																									
Use a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	A2 B2																																																									
involves opinions, thoughts and feelings and is often subjective.																																																										
Make a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.	A4 B6																																																									
Ask and answer one-step and two-step geographical questions.	A4 A6 B2 B6																																																									
Observe, record, and name geographical features in their local environments.	A4 A6 B2																																																									
Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.	A4 B6																																																									
Collect quantitative data in charts and graphs.	B6																																																									
Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.	A4 A6 B6																																																									
Find answers to geographical questions through data collection	A4 A6 B2 B6																																																									
	B2 B6																																																									
Use a simplified Likert Scale to record their judgements of environmental quality.	A4 A6																																																									
Conduct interviews/questionnaires to collect qualitative data.	A2 A4 A6 B6																																																									
Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information	A2 A4 A6 B2 B6																																																									
Draw conclusions about an enquiry using findings from fieldwork to support your reasonings.	All																																																									
Evaluate evidence collected and suggesting ways to improve this.	A6 B4																																																									
Analyse quantitative data in pie charts, line graphs and graphs with two variables.	A6 B2																																																									
	<p>Sustainable Development</p>	<p>To understand how people can damage or improve the environment and how local actions affect the wider world.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Global Weeks</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<p>To understand the importance of taking responsibility for the environment and the use of natural resources.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Global Weeks</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<p>To understand the principles of climate change (causes and effects).</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6" style="text-align: center;">+Global Weeks + Science</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks + Science					
A1	A3	A5	B1	B3	B5																																																					
A2	A4	A6	B2	B4	B6																																																					
+Global Weeks																																																										
A1	A3	A5	B1	B3	B5																																																					
A2	A4	A6	B2	B4	B6																																																					
+Global Weeks																																																										
A1	A3	A5	B1	B3	B5																																																					
A2	A4	A6	B2	B4	B6																																																					
+Global Weeks + Science																																																										

		<table border="1"> <tr> <td><i>Learn that our local environment can be damaged in various ways including: littering, pollution, cutting down trees etc.</i></td> <td>A2 B2 B6</td> </tr> <tr> <td><i>Learn that our local environment can be improved in various ways including: litter picking, walking rather than driving, planting trees and flowers etc.</i></td> <td>A2 B2 B6</td> </tr> <tr> <td><i>Understand that it is our responsibility to look after our local environment.</i></td> <td>A2 B2 B6</td> </tr> </table>	<i>Learn that our local environment can be damaged in various ways including: littering, pollution, cutting down trees etc.</i>	A2 B2 B6	<i>Learn that our local environment can be improved in various ways including: litter picking, walking rather than driving, planting trees and flowers etc.</i>	A2 B2 B6	<i>Understand that it is our responsibility to look after our local environment.</i>	A2 B2 B6	<table border="1"> <tr> <td><i>To understand what a natural resource is.</i></td> <td>All</td> </tr> <tr> <td><i>To understand that many natural resources are in danger of running out.</i></td> <td>All</td> </tr> <tr> <td><i>Recap the 3 Rs.</i></td> <td>B2</td> </tr> <tr> <td><i>To understand that we must try to limit our use of natural resources and find alternatives that are more sustainable.</i></td> <td>B4 B6</td> </tr> </table>	<i>To understand what a natural resource is.</i>	All	<i>To understand that many natural resources are in danger of running out.</i>	All	<i>Recap the 3 Rs.</i>	B2	<i>To understand that we must try to limit our use of natural resources and find alternatives that are more sustainable.</i>	B4 B6	<table border="1"> <tr> <td><i>To understand the what term climate change means.</i></td> <td>A2 B2 B4 B6</td> </tr> <tr> <td><i>Understand some of the impacts and causes of climate change.</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change</i></td> <td>A4 B2 B6</td> </tr> <tr> <td><i>Understand what effect climate change is having on our planet.</i></td> <td>B6</td> </tr> </table>	<i>To understand the what term climate change means.</i>	A2 B2 B4 B6	<i>Understand some of the impacts and causes of climate change.</i>	A2 B2	<i>Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change</i>	A4 B2 B6	<i>Understand what effect climate change is having on our planet.</i>	B6																																												
<i>Learn that our local environment can be damaged in various ways including: littering, pollution, cutting down trees etc.</i>	A2 B2 B6																																																																					
<i>Learn that our local environment can be improved in various ways including: litter picking, walking rather than driving, planting trees and flowers etc.</i>	A2 B2 B6																																																																					
<i>Understand that it is our responsibility to look after our local environment.</i>	A2 B2 B6																																																																					
<i>To understand what a natural resource is.</i>	All																																																																					
<i>To understand that many natural resources are in danger of running out.</i>	All																																																																					
<i>Recap the 3 Rs.</i>	B2																																																																					
<i>To understand that we must try to limit our use of natural resources and find alternatives that are more sustainable.</i>	B4 B6																																																																					
<i>To understand the what term climate change means.</i>	A2 B2 B4 B6																																																																					
<i>Understand some of the impacts and causes of climate change.</i>	A2 B2																																																																					
<i>Give examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change</i>	A4 B2 B6																																																																					
<i>Understand what effect climate change is having on our planet.</i>	B6																																																																					
		<p>To understand concerns about the local environment and have a willingness to take care of it.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>Go into our local environment and survey litter, traffic etc.</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Discuss and plan ways to improve our local environment.</i></td> <td>A2 B2</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>Go into our local environment and survey litter, traffic etc.</i>	A2 B2	<i>Discuss and plan ways to improve our local environment.</i>	A2 B2	<p>To understand people’s dependencies on the environment.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks + Science</td> </tr> </table> <table border="1"> <tr> <td><i>Understand what we mean by dependencies and being dependant on something.</i></td> <td>All</td> </tr> <tr> <td><i>Understand that we need natural resources (water, wood etc.) in our everyday lives.</i></td> <td>All</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks + Science						<i>Understand what we mean by dependencies and being dependant on something.</i>	All	<i>Understand that we need natural resources (water, wood etc.) in our everyday lives.</i>	All	<p>To understand environmentally responsible living and global inequalities in ecological footprints.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+ Global Week</td> </tr> </table> <table border="1"> <tr> <td><i>Describe and explain how humans can impact the environment both positively and negatively, using examples</i></td> <td>B4 B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Week						<i>Describe and explain how humans can impact the environment both positively and negatively, using examples</i>	B4 B6		
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+Global Weeks																																																																						
<i>Go into our local environment and survey litter, traffic etc.</i>	A2 B2																																																																					
<i>Discuss and plan ways to improve our local environment.</i>	A2 B2																																																																					
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+Global Weeks + Science																																																																						
<i>Understand what we mean by dependencies and being dependant on something.</i>	All																																																																					
<i>Understand that we need natural resources (water, wood etc.) in our everyday lives.</i>	All																																																																					
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+ Global Week																																																																						
<i>Describe and explain how humans can impact the environment both positively and negatively, using examples</i>	B4 B6																																																																					
		<p>To understand the need to take care of resources and not waste them.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>Understand what a resource is.</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Understand what being wasteful means.</i></td> <td>A2 B2</td> </tr> <tr> <td><i>Understand the 3 Rs and think about ways in which we can</i></td> <td>A2 B2</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>Understand what a resource is.</i>	A2 B2	<i>Understand what being wasteful means.</i>	A2 B2	<i>Understand the 3 Rs and think about ways in which we can</i>	A2 B2	<p>To understand the positive and negative impacts of people’s actions (including own personal choices) on others and the environment.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks</td> </tr> </table> <table border="1"> <tr> <td><i>Recap understanding from KS1</i></td> <td></td> </tr> <tr> <td><i>Understand that our actions have an impact on the world around us.</i></td> <td></td> </tr> <tr> <td><i>Understand that we need to carefully consider our actions in order to only have a positive impact on the environment.</i></td> <td></td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks						<i>Recap understanding from KS1</i>		<i>Understand that our actions have an impact on the world around us.</i>		<i>Understand that we need to carefully consider our actions in order to only have a positive impact on the environment.</i>		<p>To understand how people take action to protect and improve the environment and the quality of life for people locally and globally.</p> <table border="1"> <tr> <td>A1</td><td>A3</td><td>A5</td><td>B1</td><td>B3</td><td>B5</td> </tr> <tr> <td>A2</td><td>A4</td><td>A6</td><td>B2</td><td>B4</td><td>B6</td> </tr> <tr> <td colspan="6">+ Global Weeks</td> </tr> </table> <p>To identify connections between personal decisions and issues affecting people locally and globally.</p>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Weeks					
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+Global Weeks																																																																						
<i>Understand what a resource is.</i>	A2 B2																																																																					
<i>Understand what being wasteful means.</i>	A2 B2																																																																					
<i>Understand the 3 Rs and think about ways in which we can</i>	A2 B2																																																																					
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+Global Weeks																																																																						
<i>Recap understanding from KS1</i>																																																																						
<i>Understand that our actions have an impact on the world around us.</i>																																																																						
<i>Understand that we need to carefully consider our actions in order to only have a positive impact on the environment.</i>																																																																						
A1	A3	A5	B1	B3	B5																																																																	
A2	A4	A6	B2	B4	B6																																																																	
+ Global Weeks																																																																						

		<p><i>implement this in the local environment.</i></p>		<p>To participate in discussions about issues that affect self, others and the wider world.</p> <table border="1" data-bbox="1173 284 1570 379"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks + Science</td> </tr> </table> <table border="1" data-bbox="1126 408 1599 828"> <tr> <td><i>understand what an opinion is and why it is important to share them and listen to others.</i></td> <td>All</td> </tr> <tr> <td><i>Form and share an opinion about issues related to home and school, e.g. traffic/litter.</i></td> <td>B2</td> </tr> <tr> <td><i>Form and share an opinion about issues related to the local area/Northamptonshire.</i></td> <td>B2</td> </tr> <tr> <td><i>Form and share an opinion about issues related to the UK.</i></td> <td>Global</td> </tr> <tr> <td><i>Form and share an opinion about issues related to the world around us.</i></td> <td>B4 B6</td> </tr> </table> <p>To show a growing interest in world events and global issues.</p> <table border="1" data-bbox="1173 948 1570 1043"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> <tr> <td colspan="6">+Global Weeks + Science</td> </tr> </table> <table border="1" data-bbox="1126 1070 1599 1335"> <tr> <td><i>Understand that it is important to find out about the world around us.</i></td> <td>B4 B6</td> </tr> <tr> <td><i>Know ways in which we can, safely, find out about global issues, e.g. internet, TV, newspapers etc.</i></td> <td>B4 B6</td> </tr> <tr> <td><i>To ask questions about global events.</i></td> <td>B4 B6</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks + Science						<i>understand what an opinion is and why it is important to share them and listen to others.</i>	All	<i>Form and share an opinion about issues related to home and school, e.g. traffic/litter.</i>	B2	<i>Form and share an opinion about issues related to the local area/Northamptonshire.</i>	B2	<i>Form and share an opinion about issues related to the UK.</i>	Global	<i>Form and share an opinion about issues related to the world around us.</i>	B4 B6	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+Global Weeks + Science						<i>Understand that it is important to find out about the world around us.</i>	B4 B6	<i>Know ways in which we can, safely, find out about global issues, e.g. internet, TV, newspapers etc.</i>	B4 B6	<i>To ask questions about global events.</i>	B4 B6	<table border="1" data-bbox="1677 165 2074 261"> <tr> <td>A1</td> <td>A3</td> <td>A5</td> <td>B1</td> <td>B3</td> <td>B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> <tr> <td colspan="6">+ Global Weeks</td> </tr> </table>	A1	A3	A5	B1	B3	B5	A2	A4	A6	B2	B4	B6	+ Global Weeks					
A1	A3	A5	B1	B3	B5																																																																						
A2	A4	A6	B2	B4	B6																																																																						
+Global Weeks + Science																																																																											
<i>understand what an opinion is and why it is important to share them and listen to others.</i>	All																																																																										
<i>Form and share an opinion about issues related to home and school, e.g. traffic/litter.</i>	B2																																																																										
<i>Form and share an opinion about issues related to the local area/Northamptonshire.</i>	B2																																																																										
<i>Form and share an opinion about issues related to the UK.</i>	Global																																																																										
<i>Form and share an opinion about issues related to the world around us.</i>	B4 B6																																																																										
A1	A3	A5	B1	B3	B5																																																																						
A2	A4	A6	B2	B4	B6																																																																						
+Global Weeks + Science																																																																											
<i>Understand that it is important to find out about the world around us.</i>	B4 B6																																																																										
<i>Know ways in which we can, safely, find out about global issues, e.g. internet, TV, newspapers etc.</i>	B4 B6																																																																										
<i>To ask questions about global events.</i>	B4 B6																																																																										
A1	A3	A5	B1	B3	B5																																																																						
A2	A4	A6	B2	B4	B6																																																																						
+ Global Weeks																																																																											