

# GEOGRAPHY

## EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Core Knowledge / skills and concepts. By the time children finish in EYFS we want them...**

- To know about local people, places and traditions
- To draw a simple map of an area they know
- To know about cultures and traditions from other countries e.g. food, festivals and houses in China, India, etc

All enquiries are taught on a 2 year cycle. Year A starts in the September of an even year (e.g. 2020, 2022 etc). Year B starts in the September in an odd year (2021, 2023 etc).

The questions in blue are our enquiry titles. National Curriculum coverage for this subject that is linked to the enquiry is in the box to the right along with key learning milestones. If the box is blank, this means that this subject is not covered in the enquiry.

## YEARS 1 AND 2

YEAR A OF THE TWO YEAR CYCLE	
ENQUIRY	NATIONAL CURRICULUM CONTENT
How can we help?	
What could my classroom be made out of?	
<p><u>How are schools the same?</u>  <u>The Big Idea</u>            Creating a sense of global connection with the world at large is the focus of this enquiry and is the reason for it being identified as 'Wild City'. Through comparing (not contrasting), they focus on what is the same (not different) thus creating a sense of connection to others in the world.            Geographically, this enquiry is an important part of the geography curriculum as it begins to extend conceptual understanding of location into the abstract. As artists, the 'Andy Warhol' effect might be useful to explore.</p>	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Learners can suggest geographical similarities between their school and one in another location</li> <li>Learners can use world maps and geographical vocabulary to describe different schools and by thinking scientifically, the location and natural geographical features of local area</li> <li>Learners understand precise similarities and can use a range of artistic techniques to highlight these.</li> <li>Learners understand how to seek information on similarity and can confidently use geographical vocabulary to question</li> </ul>
<p><u>What is home? (Supporting SoB)</u>  <u>The Big Idea</u>            All living things have a habitat, usually in a natural environment,</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes (revise UK and its countries),</li> <li>continents and oceans;</li> </ul>

<p>except humans who have homes which we make artificially. Most animals have adapted to suit the environment in which they live. There are many different foxes around the world which are the same genus with slight adaptations. Evolution and the process of adaptation over time though is not part of this enquiry. The emphasis is on what makes a home, i.e. somewhere that all animals make and return to feel safe.</p>	<ul style="list-style-type: none"> <li>• simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on maps;</li> <li>• use aerial photos &amp; plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use &amp; construct basic symbols in a key;</li> <li>• use simple fieldwork and observational skills to study the geography of the school</li> </ul>
<p><u>What did Brunel do for Great Britain?</u></p>	
<p><u>How do we live a healthy life?</u></p>	
<p><u>How do plants grow near me?</u> <u>The Big Idea</u> This enquiry extends Scientific understanding with global geographic knowledge of continents and oceans. Using this, learners should understand the types of plants that grow in their climate and suggest others that won't. This seems simple; it is a fundamental building block for all Geography units in year groups after this and should not be underestimated.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans.</li> </ul> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate the 7 continents and 5 oceans. They understand that the climate has an affect on the growth of a plant and that different climates exist in different parts of the world.</li> </ul>
<p><u>How will we get around in the future?</u> <u>The Big Idea</u> Using the past to inform the future is the essence of this enquiry, i.e. not reinventing the wheel but a new form of transport. This requires learners to be able to identify what was used in the past and how it has changed and why. Aero and aqua dynamics do not need to be taught at this stage, but learners may observe how 'air and water easily flow around'.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name, locate &amp; identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>• use basic geographical vocab to refer to key physical/human features.</li> </ul> <p>Geographic skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the UK &amp; its countries</li> <li>• 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;</li> <li>• use aerial photographs &amp; plan perspectives to recognise landmarks, basic human and physical features</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can use world maps, basic geographical vocab and aerial photographs to refer to key physical and human features</li> </ul>

	<ul style="list-style-type: none"> <li>- Learners can confidently name countries, continents and oceans and can simply describe compass directions</li> </ul>
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<b>YEAR B OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
How could we play in different ways?	
What are we?	
What changes around me?	Human and physical geography: <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
What do artists do?	
What grows near me? <u>The Big Idea</u> This is one of the first enquiries where the learners are multiple States of Being (four). It is important to draw their attention to this and encourage them to reflect on when they are being what. Even though the Lead State and the question is very Scientist and Geographer focused, the Engineer and Artist cannot get lost.	Human and physical geography <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>- key physical features including: forest, soil, vegetation, garden, seasons and weather;</li> <li>- key human features including: city, town, farm, country.</li> </ul> </li> </ul> Learning milestones: <ul style="list-style-type: none"> <li>- Learners can confidently use geographical language e.g. forest, city, garden, town, farm</li> </ul>
What is my hat made of?	
What might I do in the future?	
Where is my school? <u>The Big Idea</u> This enquiry is essential in setting up the geographical knowledge they need for subsequent year groups. Children work on discovering and constructing their own knowledge. There are explicit and purposeful links to the non-European country.	Place knowledge <ul style="list-style-type: none"> <li>• understand geographical similarities &amp; differences through studying human and physical geography of a small area of the UK and a contrasting non-European country</li> </ul> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>• use simple compass directions (NSEW) and locational and directional language</li> <li>• identify the UK and its countries</li> <li>• use aerial photographs and plans to recognise landmarks/human/physical features; devise a simple map; use basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and grounds.</li> </ul> Learning milestones: <ul style="list-style-type: none"> <li>- Learners should understand that a map is a representation of an area and follow it using keys.</li> <li>- Learners understand geographical similarities &amp; differences between the UK and another country.</li> </ul>

	<ul style="list-style-type: none"> <li>- Learners understand that maps often have keys and can experiment with representing sounds.</li> <li>- Learners use observational skills to describe their school location including selecting sounds</li> </ul>
<p><a href="#">Who helps who?</a></p>	
<p><a href="#">How do we move around?</a>  <u>The Big Idea</u>  Movement is the core concept of this enquiry, initially from own body movement through to the restraints of pop-up books, namely folds (pop-out), levers (up and down), sliders (across) and pivots (spinning).</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners use observational skills and fieldwork to study human and natural geographical features of local area.</li> </ul>

**YEARS 3 AND 4**

<b>YEAR A OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
<p><u>How can we switch off?</u>  <u>The Big Idea</u>                      Electricity is energy that is used for a wide variety of applications and that 'make' it from fossil fuels and renewable sources. The enquiry aims to be both practical in nature (circuits) as well as looking at the broader environmental use of energy - with a focus on electricity.                      Electricity is challenging as it is one of those ubiquitous parts of everyday life that is hard to identify. The concept of making electricity is difficult, because to young people, it is there at a flick of a switch.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;</li> </ul> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate countries;</li> <li>• describe land-use patterns.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate the world's countries when exploring where the most energy is used.</li> <li>- They understand the difference between renewable and non-renewable energy and that natural resources are distributed in different parts of the world.</li> </ul>
<p><u>Why do we live here?</u>  <u>The Big Idea</u>                      Learners must understand that this is HUMAN GEOGRAPHY. The important thread through this enquiry is settlement - both locally to the learner but also historically through time. As both geographers and historians, learners explore the important links between the two and the ancient civilisation should provide clear opportunities to a study of the locality through either rivers/land use. Migration is another key theme that could be explored.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries</li> <li>• name and locate counties and cities of the United Kingdom</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>- human geography, including types of settlement and land use.</li> <li>- physical geography, including rivers and mountains</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate countries using atlases/digital mapping and use geographical vocabulary to explain features. They know about great artists.</li> <li>- Learners use geographical and historical vocabulary to support understanding of settlements today and in the past.</li> </ul>

	<ul style="list-style-type: none"> <li>- Learners can use fieldwork in the local area to create a topographical map. They are improving their mastery of art and design techniques</li> </ul>
What is the difference between noise and sound?	
What is creativity?	
Why are more people becoming vegetarian?	
Who has stood here before us?	
<p>Where does our water come from?</p> <p><u>The Big Idea</u></p> <p>As a precious resource, water is taken for granted and in order to help them understand the impact of their actions (wasting water/litter/pollution etc.) learners need to explore where water comes from in the first place. There are key links between the Geography and the Science here and both are EQUALLY important in this enquiry.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• name &amp; locate counties &amp; cities of the UK, geographical regions &amp; their identifying human &amp; physical characteristics, key topographical features (incl. hills, coasts &amp; rivers)</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe &amp; understand key aspects of physical geography, including the water cycle.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use the 8 points of a compass, symbols and key to build their knowledge of the UK and the wider world.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can identify the key topographical features of the UK.</li> <li>- Learners can use the eight points of a compass.</li> </ul>
<p>What should you flush down the loo?</p> <p><u>The Big Idea</u></p> <p>Water and plastic pollution are the key concepts that underpin this enquiry. It takes the science of classification and plant/animal habitats to reflect on how humans can impact on this - with a focus on us and what we do - specifically around water and plastics. This enquiry is all about water rather than other forms of pollution.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate the world's countries and recognise that environments can change, and that this can sometimes pose dangers to living things.</li> </ul>

### YEAR B OF THE TWO YEAR CYCLE

ENQUIRY	NATIONAL CURRICULUM CONTENT
How can we find out about people in the past? (Supporting SoB)	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p>

	<ul style="list-style-type: none"> <li>- Learners can use maps (incl. digital) and note historical connections.</li> </ul>
<p><b>How can you feel the force?</b></p> <p><b>How do plants die?</b></p> <p><u>The Big Idea</u>  This enquiry illustrates how Being a Scientist needs other disciplines, specifically Geographer and Artist. It also provides plenty of opportunity for working scientifically by exploring the conditions for the growth of plants. As Geographers/Scientists, learners are introduced to different climate zones, biomes and vegetation belts that affect the growth of plants, globally and in their local area. As Artists/Scientists, they explore detail through painting and sketching. There is an important sustainability thread that could be started here.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• 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 (inc. day and night);</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can describe and understand key aspects of climate zones, biomes and vegetation belts.</li> </ul>
<p><b>What is underneath our feet?</b></p> <p><u>The Big Idea</u>  This enquiry is a mix of awe and wonder for the learners as well as practical activities and investigations. The focus on rocks and fossils but also how the earth is formed, is “big” geography and needs to be brought back to the local area through simple fieldwork and lots of testing of different rocks. The challenge is to create a flowchart to show the process of soil and rock formation.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can describe and understand key aspects of volcanoes and earthquakes. They can use maps and atlases to locate countries.</li> </ul>
<p><b>Where does the darkness come from? (Supporting SoB)</b></p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can identify the position and significance of the Arctic and Antarctic Circle.</li> </ul>
<p><b>Why did people travel in the past?</b></p> <p><u>The Big Idea</u></p>	<p>Locational knowledge</p>



<p>Travel and exploration are key to this enquiry and the time period is dependent on what is of interest - the Tudor time period was one of great expansion and travel. Trade can be introduced very simply as this was often a reason for travel. Migration is a further thread that could be followed.</p>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe and North &amp; South America, concentrating on their environmental regions, key physical &amp; human characteristics, countries, and major cities;</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate the world's countries and cities using maps, and identify the positions of Equator, N/S Hemisphere and Arctic/Antarctic Circle.</li> </ul>
<p>What is the difference between surviving and being healthy?</p>	

## YEARS 5 AND 6

<b>YEAR A OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
<p>How can science help the vulnerable?</p>	
<p>What does the Earth look like from the solar system?  <u>The Big Idea</u>                      The focus is from the ISS or similar - therefore looking back at the Earth to help us learn about the key scientific areas of the National Curriculum. The key is to explore the awe and wonder of the Earth and the beauty of the planet - in a way that perhaps learners have not seen before; using this as a stimulus for art as other artists have done.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• locate the World's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• 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).</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can locate the World's countries and identify and explain the significance of the Equator, longitude and latitude.</li> </ul>
<p>Where is our twin?  <u>The Big Idea</u>                      Using the Twin Towns of a local area to explore the physical geography of more than one area to provide cross-cultural as well as geographic understanding. Choose an area of North/South America that the learners are interested in - perhaps there is a town/city with the same name or they have a family link.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p>

	<ul style="list-style-type: none"> <li>- Learners are able to extract, compare and re-present geographical information and compare information scientifically.</li> <li>- Learners are able to explain the key geographical features (human and physical) of another country.</li> <li>- Learners can demonstrate different geographical terms that they have learnt.</li> </ul>
<p>How can we show what we believe in? (Supporting SoB)</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners will be able to locate the world's countries using maps, atlases and digital mapping.</li> </ul>
<p>Who is trading with whom? (Supporting SoB)</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps;</li> <li>• name &amp; locate counties and cities of UK.</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe &amp; understand key aspects of human geography: trade links.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes &amp; digital/ computer mapping</li> <li>• use fieldwork to observe, measure, record and present</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- They can use maps to locate the world's countries &amp; plot trade links.</li> </ul>
<p>How are you helping to save our planet?  <u>The Big Idea</u>  Humans impact on the environment we live in - putting animal and plant habitats at risk. The focus of this enquiry is how learners can affect change in their local area (school grounds, local park etc.) rather than the 'big' ideas.</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of human geography including land use, energy, pollution, minerals and water.</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>- Learners can use atlases, maps, globes and digital/computer mapping to locate countries and describe physical and human features.</li> </ul>
<p>What makes a good performance great?</p>	
<p>What do forces actually do?</p>	

<b>YEAR B OF THE TWO YEAR CYCLE</b>	
<b>ENQUIRY</b>	<b>NATIONAL CURRICULUM CONTENT</b>
<b>How are lives saved?</b>	
<p><b>How big is your footprint?</b></p> <p><u>The Big Idea</u></p> <p>This enquiry is designed as the 'grande finale' of enquiries - it is as open ended and has a philosopher as its lead State of Being - as it is designed to be thought-provoking. It is underpinned by the idea of legacy and what footprint the learners will be leaving with the school. At the same time, the environmental, ecological and digital messages that are covered are key - that as we go through life we leave a footprint that is sometimes indelible.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p>Human and physical geography;</p> <ul style="list-style-type: none"> <li>describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Learners can carry out clear geography fieldwork.</li> <li>Learners can use maps to concentrate on environmental regions and key physical and human characteristics.</li> <li>They use geographical vocabulary to explain what is happening in their locality.</li> </ul>
<b>How do we all live together?</b>	
<b>Linnaeus or Darwin – how are they connected?</b>	
<p><b>Where does our food really come from?</b></p> <p><u>The Big Idea</u></p> <p>This Geographer focused enquiry puts the emphasis on the word - really - in the title. It aims to increase an awareness of food provenance and how it is grown and compares the physical and human geography conditions for food production and distribution. It is a really good local enquiry - whether big city urban food and supermarkets or rural farming. There should be lots of practical applications of trying and tasting as well as making food and whether our food is grown, reared, caught or processed and where it comes from.</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Learning milestones:</p> <ul style="list-style-type: none"> <li>Learners can use maps to locate the counties, cities and main geographical areas of the UK</li> <li>UK world's countries and other features e.g.</li> </ul>

	<p>mountainous areas. Learners can describe the provenance and distribution of some common foods and ingredients.</p> <ul style="list-style-type: none"> <li>- Learners can follow the journey of different foods, determine food miles and explain their importance.</li> <li>- Learners can explain with confidence what is meant by food distribution using geographical terminology.</li> <li>- Using the correct geographical vocabulary learners can explain where in the world most products/commodities are grown and why.</li> </ul>
<p>Who were the great engineers: The Ancient Britons or the Victorians?</p>	
<p>Why are shadows important?</p>	