



Geography



Statement of Intent for Geography

At Tewkesbury C of E, through our Geography curriculum, we aim to expand geographical vocabulary, increase our children's knowledge and curiosity of the wider world and promote high aspirations.

We seek to create a life-long love of the subject, through teaching our children about diverse places, people and resources. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in. As they continue on their journey of Geography, we aim to foster a deep understanding of the subject that develops alongside their geographical skills. Our aim is that our children go on to apply these skills across all subjects, as well as in their futures beyond Tewkesbury C of E.

Why do we teach it the way we do?

Our curriculum is designed to provide our children with the subject- specific language they need to describe, question and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Implementation

What do we teach?

What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

Impact

What will this look like?

By the time children leave our school they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.
- Be prepared to become competent geographers in secondary education.

“We know good geography happens in our school when...”

1. We are excited by and understand the importance of geography.
2. We see ourselves as geographers - we ask questions, investigate, experience, discover and develop new skills.
3. We can be creative, curious and understand the need for us to develop a caring and responsible attitude for the wider world.
4. We can make connections between what we have learnt in geography to other topics.
5. We are encouraged and given time to share our ideas and findings.
6. Our lessons are engaging and carefully sequenced to allow us all to have the opportunity to achieve and make progress in geography.

EYFS links to NC Geography

Geography			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3 /4 year olds: Mathematic links: - Understand position through words alone. For example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Understanding of the world (UW) - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences	(End of Reception Assessment point) UW: People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. UW: The Natural World	Over their time in Pre - School	In Reception...
		Autumn Term: Marvellous Me – • Explore different textures of things in their environment outdoor and indoor. Celebrations, Stories and Rhyme Time– • Begin to look for changes in the season and notice what happens in the environment in Autumn / winter. • Exploring shadows through dark and light. Spring Term: Amazing Animals – • Explore Winter – exploring signs of winter in the environment and using their senses to explore the environment around them. • Talk about their local environment – school /home / town and compare it to an environment around the world, linked to animals and stories (Handa’s Surprise, Dear Zoo) • Learn about the different habitats of animals (compare habitats eg farm, jungle, safari) • Find out about other countries in the world and how others live (eg Handa’s surprise).	Autumn Term: All about me – • Explore the school and where things are located • Discuss where they were born and where their extended family lives, using maps. Globes, and Google Earth • After exploring different festivals around the world, locate those countries on the map • Use world maps to show children where the class stories are based • Draw information from a map and begin to understand why maps are important Spring Term: • Locate the Arctic and Antarctica on the map/globe • Understand the difference between land and water on the globe/map • Explore where we live in Tewkesbury • Locate England on the map of UK • Investigate what makes our town special

they have experienced or seen in photos. <u>Reception</u> <u>UW</u> - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live - <i>Describe what they see, hear and feel whilst outside.</i>	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.	On the Move – • Learn about different vehicles and ways of travelling (by foot, car, plane, train, bus). • Talk about their journey to Pre – School and what they see on their way. Children to share photographs and talk about the physical features they pass on their way. • Begin to explore maps and handle maps in play. Explore how to identify key, familiar features on maps. <u>Summer Term:</u> Down in the Garden – • Learn about homes/habitats of creatures in our environment. Children will go on minibeast hunts and explore what they can see, feel and hear outside. • Learn about different creatures/minibeasts and features to identify them with a focus on how to care for them. • Learn about the life cycle of a frog and explore first-hand the changes that happen over time (frog spawn observation station if applicable). Dream Big: People Who Help Us (transitions) – • Learn about the roles of others in our local environment and how they help them. • Look again at oral hygiene and how we can look after our teeth. Visit from a dentist.	• Use simple maps to locate different items within the school Summer Term: • Develop maps of the outdoor area • Use maps to identify landmarks in our town • Use Google Earth to locate their homes • Explore the differences between land and water (oceans and rivers)
---	--	---	---

Year 1 – Geography			
	Autumn Stomp, Chomp, Roar	Spring Once Upon a Town	Summer Oh I Do Like to be Beside the Seaside
Key Questions	No Geography this term.	What foods are common in the UK and where do they come from? What are the 4 countries that make up the United Kingdom? Can we draw a map of Tewkesbury and our school to Inform others of the physical features? What are physical and human features on a map?	What are the key features of the seaside? Can you create a map of the seaside including all the key features studied? Where are seaside towns located on a map? What are the physical and human features?
National Curriculum	No Geography this term.	Locational Knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - use simple fieldwork and observational skills to study the geography of their school and its grounds and the	Human and physical geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

		key human and physical features of its surrounding environment Human and physical geography ● use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
Skills Grid	No Geography this term.	Geographical Enquiry ● Identify and describe features in the local environment, e.g. house, farm, church. ● Use photos and pictures to locate places in the local environment. ● Talk about the local environment. Geographical Skills and Fieldwork ● Talk about and describe features of the local environment from photos and leaflets etc. ● Label photos and pictures of the local environment, e.g. the church, river etc. ● Use simple aerial photos to identify landmarks and basic human and physical features. ● Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map. ● Use world maps, atlases and globes to identify the United Kingdom and its countries. Location and Place Knowledge ● Talk about and describe people and places in the local area. ● Talk about different ways to travel, e.g. on foot, by car, train, bus etc.	Human and Physical ● Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. ● Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.

		- Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas. Sustainability - Talk about the things I like and don't like about the local environment. - Talk about what people do in the local environment.	
Key Vocabulary	No Geography this term.	human features in the local area. factory, farm, house, office, shop, church. physical features in the local area. river, field Talk about different ways to travel, e.g. on foot, by car, train, bus etc. Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map. human features on a map capital and countries	- Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. - Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. Specific: seaside coast beach lighthouse

Year 2 - Geography			
	Autumn Victorians	Spring Lost in London	Summer Eco Warriors
Key Questions	What are the seven continents? What are the five oceans? How can a map/atlas help us locate continents/oceans/countries? What and where is the equator? Where is the coldest place to reign in the world? Where is the hottest place to reign in the world?	What are the human/physical features in London? What are the human/physical features in Peru?	What are the human features in Tewkesbury? What are the physical features in Tewkesbury? How can I use photos and street plans to locate places in Tewkesbury? What can a local survey tell me about human geography in Tewkesbury? What can I do to help the environment? What do I like about Tewkesbury? What do I dislike about Tewkesbury?
National Curriculum	<u>Locational knowledge</u> - Name and locate the world's seven continents and five oceans. <u>Geographical skills and fieldwork</u> - 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.	<u>Place Knowledge</u> - 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 <u>Geographical skills and fieldwork</u> - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use 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.	<u>Geographical skills and fieldwork</u> 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.

Skills Grid	<u>Geographical Skills & Fieldwork</u> • Use world maps, atlases and globes to identify world countries, continents and oceans. <u>Location & Place Knowledge</u> • Name and locate the world's seven continents and five oceans.	<u>Geography Enquiry</u> • Name and describe physical and human features. <u>Geographical Skills & Fieldwork</u> • Identify geographical features on a large-scale map. • Use simple compass directions (North, South, East, and West) to describe the location of features on a map. • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. <u>Location & Place Knowledge</u> • Talk about and describe a contrasting locality in the UK.	<u>Geography Enquiry</u> • Use photos and simple street plans to find places in the local environment. • Talk about features of the local environment that are liked and disliked. <u>Geographical Skills & Fieldwork</u> Carry out a small local survey, e.g. traffic, litter, land use. <u>Sustainability</u> • Express thoughts and views about a locality. • Talk about how people can affect the environment they live in.
Vocabulary			

Year 3 - Geography			
	Autumn Savage Stone Age	Spring Romans – Veni, Vidi, Vici!	Summer Rainforest Rangers
Key Questions	How do we know people lived before writing (prehistory)? What evidence is left behind? What is a settlement? Where are Stone Age settlements found? What was life like for people living in Skara Brae? (comparison)	Look at Bredon Hill & Malvern – British Camp (and Midsummer Hill) as local examples of Hillforts in the Iron Age & then Roman Hillforts. What are the countries and cities in the UK? Where is Rome? How did the Roman Empire expand?	What is a Rainforest? Where are they found in the world? What are the different climate zones in the world? What climate do Rainforests appear in? Why are Rainforests under threat?

National Curriculum	- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locational knowledge - 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 - 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 - 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) Place knowledge	<u>Bredon and Rome as a focus</u> Locational Knowledge: - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,; and understand how some of these aspects have changed over time Place knowledge - 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. Geographical skills and fieldwork (<i>Roman Empire expansion</i>) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Roman legionary/soldier related:</u> Geographical Skills & Fieldwork - Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.	Locational knowledge - locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. - human geography, including: the distribution of natural resources including energy, food, minerals and water
-----------------------------------	---	--	--

	• 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 in North or South America Human and physical geography • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies		
--	---	--	--

Skills Grid	ENQUIRY: Sort, group and compare physical and human features in the local environment. Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment. FIELDWORK: Carry out a small local survey, e.g. traffic, litter, land use. Identify a range of geographical features on maps. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use the 8 points of the compass to describe the location of features and routes on a map. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. LOCATION & PLACE: Talk about and compare features of the local area. Compare features of localities, giving reasons for their similarities and differences.	LOCATION & PLACE: Talk about and compare features of the local area (Bredon & Malvern Hillforts) Use maps to locate places and features further afield – expansion of the Roman empire from Rome, throughout Europe to N Africa & Britain. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc Related specifically to Rome: Talk about and describe the function of features and landmarks within a locality. .	HUMAN & PHYSICAL Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. FIELDWORK: Carry out a small local survey, e.g. FOOD MILES & CHOCOLATE Identify a range of geographical features on maps. SUSTAINABILITY (<u>Rainforest related, chocolate, food miles & palm oil</u>) Talk about and describe how people try to improve and sustain their environment. (The Great Kapok Tree) LOCATION & PLACE: Compare and contrast the world's seven continents and five oceans.
-------------	--	--	--

	Compare and contrast localities in the UK. Compare and contrast the world's seven continents and five oceans. HUMAN & PHYSICAL Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Talk about and describe the function of features and landmarks within a locality. Describe and compare patterns and changes within the local environment. SUSTAINABILITY: Give reasons for thoughts and views about a locality. Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.		
Vocabulary	Stone Age, Palaeolithic, Mesolithic, Stone, Flint, Cave, Shelter, Warmth, Survival, Food, Hunter, Gatherer, Fire, Kindling, tools, weapons, prehistoric, water filter, shelter, jewellery.	HILLFORTS Forts, fortify, defend, defence, defensive, Iron Age, Hillfort, Roundhouse.	

Year 4 - Geography			
	Autumn Tomb Raiders	Spring Secrets of the Saxons	Summer Extreme Earth
Key Questions	Why was the Nile so important? What were the different seasons and How did this impact farming?	Identify counties and cities in the UK. Where is Rome and why was it important? How did the Roman Empire expand?	Where do natural disasters occur on our planet? Why do natural disasters occur? What impact do natural disasters have on both physical and human geography around the world?
National Curriculum	Locational Knowledge - Use a map to focus on environmental regions. Physical Geography - Describe and understand key aspects of: Climate zones, Biomes.	Locational Knowledge Name and locate cities within the United Kingdom.	Physical Geography - Describe and understand key aspects of: - Volcanoes, mountains, earthquakes and the water cycle.
Skills Grid	Use simple geographical vocabulary.	- Ask and respond to simple geographical questions - Use an increasing range of secondary sources and first-hand enquiry. - Use world maps, atlases and globes and digital/computer mapping to locate town/cities in the UK - Suggest reasons for the location of towns and settlements in a particular place e.g next to a river. - Identify a range of simple human processes e.g. types of settlement.	- Use simple geographical vocabulary. - Identify the Northern and Southern Hemisphere and the arctic and Antarctic circle. - Identify a range of simple physical processes. - Identify and describe the way in which physical and human processes can change the features of a locality.

Vocabulary	Climate Zones Biomes	Grid reference Mapping Atlases, globes, maps	Volcanoes Mountains Earthquakes Tsunamis Tectonic plates Hemispheres (Northern/Southern) Equator Arctic/Antarctic Circle
-------------------	-------------------------	--	---

Year 5 - Geography			
	Autumn It's all Greek to me!	Spring We have Lift Off!	Summer Roses, Rivers, Religion
Key Questions	Where is Greece? How large was the Ancient Greek Empire and how has it changed from modern day Greece? How does the physical geography of Greece differ from the UK? What are some human features of European countries compared to the UK?	No Geography Taught this tern	What are the features of a river? What are some of the rivers of the world and the UK? What is meant by hemispheres, the equator and the tropics? What are the major continents and oceans of the world?
National Curriculum	Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Place knowledge - 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	No Geography Taught this tern	Locational knowledge - 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 Locational knowledge - 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)

Skills Grid	● <i>Communicate findings using geographical terms, e.g. location, land use, settlement.</i> ● <i>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</i> ● <i>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</i> ● <i>Talk about and describe a range of cities in a European country.</i> ● <i>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</i> ● <i>Identify physical and human features that have contributed towards the change and development of a locality.</i> <i>Give simple explanations for the location of human and physical features within a locality.</i>	No Geography Taught this term	● <i>Use primary and secondary sources to find information about localities.</i> ● <i>Map a route to another location in the UK using four figure grid referencing.</i> ● <i>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</i> ● <i>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</i> ● <i>Identify physical and human features that have contributed towards the change and development of a locality.</i> ● <i>Talk about the way in which the physical location can determine the growth of a settlement or industry.</i> ● <i>Identify the Equator, and the Tropics of Cancer and Capricorn.</i> ● <i>Give simple explanations for the location of human and physical features within a locality.</i> <i>Talk about and describe how people's actions can damage and improve the environment.</i>
Vocabulary		No Geography Taught this term	hemisphere equator tropics continent

Year 6 - Geography			
	Autumn Friend or Foe	Spring Inspirational Inventors	Summer Around the World in 80 Days
Key Questions	<u>Outbreak of War</u> - Which countries were involved in World War II? <u>Battle of Britain</u> - Which areas of the UK (cities) were targeted by the Germans during The Battle of Britain?	No Geography taught in this unit.	- How do we navigate the world? - How is the world divided into the seven divisions? - What is longitude and latitude and how do we read these coordinates? Why are they useful? - Can we identify and locate countries and capital cities' longitude and latitude? - Why do we have meridians and time zones? - Can we calculate the times of day in various countries and cities around the world? - Where is the USA? How many states are there and what are the names of some of the states that border Texas? - Where is Texas in the USA and how are the biomes of Texas different/similar to the UK? - How is a Texan town similar/different to the UK in terms of its population, physical features and human features?

National Curriculum	<u>Outbreak of War</u> ● Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Battle of Britain</u> ● Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.	No Geography taught in this unit.	● Locate the world's countries, using maps to focus North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (large focus on USA). ● Name and locate geographical regions and their key physical and human characteristics, key topographical features including mountains & rivers. ● 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). ● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. ● Describe and understand key aspects of: ○ physical geography, including: climate zones, biomes, rivers, mountains. ○ human geography, including: land use, economic activity including trade links and natural resources, including: food. ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ● Use the eight points of a compass to build their knowledge of the wider world.
----------------------------	--	--	---

Skills Grid	● Select appropriate sources of primary and secondary information to support investigation. ● Identify and describe the link and relationships that connect localities both within and beyond the UK (import/export of goods during WWII and understanding the likely bomb targets because of these e.g. docks, airport runways, factories). Locate a city in the UK using six-figure grid referencing.	No Geography taught in this unit.	● <i>Set own challenging questions when investigating geographical features and issues.</i> ● <i>Select appropriate sources of primary and secondary information to support investigation.</i> ● <i>Ensure that conclusions make accurate reference to the evidence presented.</i> ● <i>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North America.</i> ● <i>Support reasons for the physical and human features of a location with factual evidence.</i> ● <i>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</i> ● <i>Compare and contrast an increasing range of geographical patterns.</i> ● <i>Identify a range of human processes e.g. distribution of food.</i> ● <i>Identify and describe the links and relationships that connect localities both within and beyond the UK.</i>
Vocabulary		No Geography taught in this unit.	