



Meole Brace  
C of E Primary School and Nursery

# Geography Subject Handbook



# Our vision and rationale for Geography

At Meole Brace, we pride ourselves on a rich and engaging geography curriculum which promotes a sense of respect and value for the world. This is achieved by enabling children to grow as global citizens and to learn to appreciate the beauty, as well as the fragility, of the world in which they live.

During their school career, children will be inspired and challenged to continually revisit, develop, apply and explain their knowledge and skills, enabling them to know more, remember more and do more and become geographical experts. Our vision is to foster curiosity in all pupils, empowering every child to understand their world, their role within it and the responsibilities of this role underpinned by our three core values of **perseverance**, **respect** and **community**.

Within the geography curriculum, children develop **respect** for and knowledge of the world, the United Kingdom and their locality. Children will develop a strong sense of their local and the wider **community** through exploring locational and place knowledge, whilst **respect** for the world is nurtured by developing children's knowledge of environmental, physical and human geography, using this to help them think geographically and consider the impact these have on local environments and **communities**.

In providing children with a wide range of rich opportunities in fieldwork and geographical skills as well as the opportunity to research and explore their own curiosities about the world, they will develop their ability to **persevere** to broaden their knowledge about the world and deepen their geographical understanding.

Our geography curriculum provides clear progression in both skills and knowledge. This enables our children to develop lifelong transferrable skills through promoting curiosity, confidence and creativity whilst inspiring challenge.



# Curriculum Subject Leaders



Miss Megan Coles

# National Curriculum Progression for Geography

NC Attainment targets Subject content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Pupils should:</b> Develop their skills to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology, and the environment; noticing, and having time to recreate, simple patterns and processes in the world around them as they do so.</p>	<p><b>Pupils should:</b> Develop knowledge about the world, the UK and their locality. Understand and use basic subject-specific vocab relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p><b>Pupils should:</b> Extend knowledge and understanding beyond the local area to include the UK 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.</p>			
<p><b>Locational Knowledge</b></p>	<p><b>Pupils should be taught to:</b> Develop understanding of space – where am I? What is this place called?</p> <p>Be able to name some places which are important to me – home, school, Meole Brace, Shrewsbury</p> <p>Be able to name and locate familiar places on simple maps</p>	<p><b>Pupils should be taught to:</b> Name and locate the worlds 7 continents and 5 Oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p>		<p><b>Pupils should be taught to:</b> 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.</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</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</p>			

<p><b>Place Knowledge</b></p>	<p><b>Pupils should be taught to:</b>          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW/3-4)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (UTW/R)</p> <p>Recognise some environments that are different to the one in which they live. (UTW/R)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW/TNW:ELG)</p>	<p><b>Pupils should be taught to:</b>          Understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</p>	<p><b>Pupils should be taught to:</b>          Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region of North or South America.</p>
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<p><b>Human and Physical Geography</b></p>	<p><b>Pupils should be taught to:</b> Use their senses in hands-on exploration of natural materials. (UTW/3-4)</p> <p>Explore the natural world around them. (UTW/R)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW/PCC:ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. (UTW/TNW:ELG)</p>	<p><b>Pupils should be taught to:</b> Identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>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</p>	<p><b>Pupils should be taught to:</b> 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.</p>
<p><b>Geographical Skills and Fieldwork</b></p>	<p><b>Pupils should be taught to:</b> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. (M/3-4)</p> <p>Develop an understanding of scale, making comparisons between objects relating to size, length, weight and capacity. (M/3-4)</p>	<p><b>Pupils should be taught to:</b> Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in this key stage.</p> <p>Use simple compass directions (N,E,S,W) and locational and directional language to describe the location of features and routes on maps.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a</p>	<p><b>Pupils should be taught to:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>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.</p>

	<p>Describe a familiar route (M/3-4)</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. (M/3-4)</p> <p>Draw information from a simple map. (UTW/R)</p>	<p>map, and use and construct basic symbols in a key</p> <p>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>	
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# Geography Unit Coverage

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
<b>Year R</b>	Developing a keen interest in and a desire to learn all about the world around them and early exposure to key geographical vocabulary and concepts through first-hand experiences are essential in setting children up for successful geographical learning later on. Geographical enquiry is underpinned by the geographical concepts: <b>place, space, scale, environment, change, sustainability</b> and <b>making connections</b> . Early Years geography includes asking and finding the answers to questions underpinned by a growing awareness and understanding of these key geographical concepts. Coverage and exploration of these concepts is repeated and revisited in a range of contexts throughout the year.					
	All About Me Beach Balls and Sandy Spades	Autumn Treasure Christmas Sparkle and Shine	People Who Help Us Healthy and Happy, Staying Safe	Superpowers New Beginnings: Easter and Spring	Amazing Africa	Pesky Pirates Crazy Castles
<b>Year 1</b>	<b><u>Weather and climate</u></b>		<b><u>United Kingdom</u></b>		<b><u>Local area – Meole Brace and Shrewsbury</u></b>	
<b>Year 2</b>	<b><u>Continents and oceans</u></b>		<b><u>Hot and cold places</u></b>		<b><u>Mugumareno Village, Zambia</u></b>	
<b>Year 3</b>	<b><u>Climate zones</u></b>		<b><u>North America</u></b>		<b><u>Rio and South-East Brazil</u></b>	
<b>Year 4</b>	<b><u>Rivers</u></b>		<b><u>Rainforests</u></b>		<b><u>Local area and region - Birmingham</u></b>	
<b>Year 5</b>	<b><u>Mountains</u></b>		<b><u>Volcanoes and earthquakes</u></b>		<b><u>European region - Greece</u></b>	
<b>Year 6</b>	<b><u>United Kingdom</u></b>				<b><u>Local area and region - Shropshire</u></b>	
<b>Ongoing throughout all terms in all classes</b>						
<p>Weather Watch – daily/weekly observation and data collection using key stage weather stations            Local, topical and incidental opportunities exploited throughout the year            Fieldwork, mapwork, skills and geographical vocab practised and developed in a range of contexts throughout the year</p>						



# Disciplinary Knowledge for Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Geographically entails consideration of the following elements across all year groups:							
				Similarity and difference			
				Cause and consequence			
				Change and continuity			
				Research and enquiry			
				Global significance			



# Geography Progression of knowledge



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Concepts and Themes</b>	<b>Locational Knowledge, Place Knowledge, Environmental, Physical and Human Geography Geographical Fieldwork and Skills Thinking Geographically</b>							
<b>Locational Knowledge</b>	<b>Core Knowledge</b>	<p>To know that the space around me makes up a place</p> <p>To know that these places have names</p> <p>To know the names of places which are important to me – home, school</p>	<p>To know that places have different names to help us tell them apart</p> <p>To know the names of places which are important to me – home, school, Meole Brace, Shrewsbury, England</p> <p>To know how to locate familiar places on simple maps</p> <p>To know that there are different countries in the world</p>	<p>To know the location of the UK on a map</p> <p>To know the names of the 4 countries in the UK</p> <p>To know the location of the 4 countries of the UK on a map</p> <p>To know the names of the surrounding seas of the UK</p> <p>To know the names and locations of the capital cities in the UK</p>	<p>To know the location of where we live in the world</p> <p>To know the names and locations of the seven continents</p> <p>To know the names and locations of the five oceans</p> <p>To know the name and location of the equator, north and south pole</p> <p>To know the name and locations of hot and cold areas of the world in relation to the Equator and the</p>	<p>To know the location of different lines of latitude, including the equator, on a map</p> <p>To know the location of different climate zones</p> <p>To know the location of North/South America, using latitude and longitude</p> <p>To know the names and locations of key countries in North/South America</p>	<p>To know the names and locations of the world's longest rivers</p> <p>To know the name and location of the River Severn</p> <p>To know and locate the position of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn on a map</p> <p>To know the names and locations of the world's rainforests</p> <p>To know the location of the</p>	<p>To know the names and location of the world's 'Seven Summits'</p> <p>To know the names and locations the UK's highest mountains</p> <p>To know the location the Himalayas</p> <p>To know the names and locations of famous volcanoes of the world</p> <p>To know the locations of some of the world's most</p>	<p>To know the location of where I live in the UK, including the country, region and county</p> <p>To know the location of the UK's major cities</p>

					<p>North and South poles</p> <p>To know the name and location of Zambia</p> <p>To know the name and location of Mugurameno Village</p>	<p>To know the location of the United States of America</p> <p>To know the names and locations of key states in the USA</p> <p>To know the location of the Rockies, including which states they are in</p> <p>To know the location of Mt. St. Helens</p> <p>To know the location of Rio De Janeiro</p>	<p>Amazon river and rainforest and trace the river's course</p> <p>To know the location of Manaus</p>	<p>significant earthquakes</p> <p>To know the location of Europe and some of its key countries</p> <p>To know the names and locations of key cities in Greece</p>	
	<b>Vocabulary</b>	space, place, name, home, school	space, place, name, home, school, Meole Brace, Shrewsbury, country, world, map	map, world, country, England, Scotland, Wales, Northern Ireland, capital, London, Edinburgh, Belfast, Cardiff,	continent, ocean, country, world, location, town, village, city, equator, North Pole, South Pole, Arctic, Antarctic	equator, latitude, globe, country, nation, state,	latitude, rainforest, Amazon, longitude, time zone, river, sea, tropical, northern hemisphere, southern hemisphere	mountain, volcano, tectonic plate, Europe, European Union, Mediterranean	country, county, region, area, town, city,

<b>Place Knowledge</b>	<b>Core Knowledge</b>	To know that places can be made up of features that are the same and features that are different	To know some similarities and differences between life in this country and life in other countries	To know how to identify and compare typical weather patterns in each season	To know and explain how the different continents are similar and different to each other	To know and explain the differences between the Northern and Southern Hemispheres	To know and describe some key topographical and geographical features of the River Severn and Shropshire and river regions around the world	To know the key physical and human features of the Himilayas and the highest mountains in the UK, and use them to make comparisons	To know the key physical and human features of the four countries of the UK and use these to make comparisons
		To know some ways in which school is the same and different to home	To know some environments that are different to the one we live in	To know how to identify and compare typical weather patterns in hot and cold areas of the world	To know, identify and compare typical weather patterns and climate features in hot and cold areas of the world	To know and compare temperate and tropical climates	To know and compare the physical and human features of New York with our local area	To know how to compare and contrast these features	To know the key features of different famous earthquakes/ volcanoes and make comparisons
		To know some ways in which the playground is the same and different to the Forest School area	To know some similarities and differences between the natural world around them and contrasting environments	To know how to compare our local area to one of the capital cities of the UK	To know the difference between a village, town and city and identify common characteristics of each	To know and compare the time difference between South American cities and the UK	To know and compare how rivers are used around the world	To know geographical similarities and differences between life in different European Countries	To know how and why these features have changed over time
				To know and compare the differences between rural and urban settlements	To know and compare how the people of Mugirameno use the river with the people of Shrewsbury	To know geographical similarities and differences between life in Brazil and the UK	To know and describe some key topographical and geographical features of the rainforest regions of the world	To know the key physical and human features of different areas of Greece and use these to draw comparisons about life in different parts of the country	
					To know and compare the daily life of people in Mugurameno with our lives in Shrewsbury, including	To know and compare the time difference between South American cities and the UK	To know and describe some key topographical and geographical features of the rainforest regions of the world	To know the key physical and human features of different areas of Greece and use these to draw comparisons about life in different parts of the country	
							To know how to compare and contrast these features with those of the UK	To know the key physical and human features of Manaus, the	To know some of the key similarities and differences

					schools, homes, animals and food		Amazon Basin and South East Brazil and use them to make comparisons	between life of a child in Athens and one in this country	
	<b>Vocabulary</b>	same, different, school, home, playground, forest school, inside, outside	similarity, difference, hot, cold, dry, wet, plants, trees, river	capital city, country, river, sea, town, village, rural, urban, settlement	physical, human, feature, continent, compare,	latitude, equator, climate, hemisphere, sphere, axis, temperate, tropical,	population, culture, region, trade, favela, recreation, forest floor, understory, emergent, canopy, logging, biome, tribe, deforestation, farming,	tectonic plates, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness	country, region, county, human, physical, landmark,
<b>Environmental, Physical and Human Geography</b>	<b>Core Knowledge</b>	<p>To know I can explore materials and the world around me using my eyes, ears, hands and nose</p> <p>To know the names of the most common types of weather</p> <p>To know that the weather changes everyday</p>	<p>To know and order the days of the week</p> <p>To know the names of some common types of weather</p> <p>To know that the weather changes throughout the year</p> <p>To know the names of the different seasons</p>	<p>To know and order the months of the year</p> <p>To know the names of, recognise and order the 4 seasons</p> <p>To know key differences between the 4 seasons</p> <p>To know and name common</p>	<p>To know and identify the most significant physical features of each continent</p> <p>To know and identify the most significant human features of each continent</p> <p>To know how to use geographical vocabulary to describe the key physical and</p>	<p>To know the difference between weather and climate</p> <p>To know the names of and describe different climate zones around the world</p> <p>To know which climate zone the UK is in</p>	<p>To know and describe the stages of the water cycle</p> <p>To know what a river is</p> <p>To know the stages and key features of a river from source to mouth</p> <p>To know the names of the world's longest rivers</p>	<p>To know and explain what a mountain is, their key features, how they are formed and their different types</p> <p>To know and describe the climate of mountains</p> <p>To know some of the ways in which humans can work in</p>	<p>To know the main human and physical features of each of the UK's countries</p> <p>To know the difference between country, region and county</p> <p>To know the main physical characteristics of the UK</p>

			<p>To know some of the most common types of weather associated with each season</p> <p>To know how to use simple vocabulary to describe the world around us</p> <p>To know how to describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>To know some important processes and changes in the natural world around us, including the seasons</p>	<p>types of weather in the UK</p> <p>To know how to identify daily weather patterns in the UK</p> <p>To know how to identify seasonal weather patterns in the UK</p> <p>To know how to spot clues to help identify which season we are in</p> <p>To know what a physical feature is</p> <p>To know and use basic geographical vocabulary to refer to key physical features</p> <p>To know what a human feature is</p> <p>To know and use basic geographical vocabulary to refer to key human features</p>	<p>human features of each continent</p> <p>To know and explain how the location of a place in relation to the equator affects it's weather patterns and climate</p> <p>To know and use key geographical vocabulary to describe the key features of a hot place (weather, animals, plants)</p> <p>To know and use key geographical vocabulary to describe the key features of a cold place (weather, animals, plants)</p> <p>To know some ways in which animals have adapted to living in hot or cold places</p> <p>To know the difference between a</p>	<p>To know the significance of key lines of latitude, including the equator, and how this shapes climate</p> <p>To know how the location of these climate zones in relation to the equator affects their landscape and vegetation</p> <p>To know the key characteristics of different climate zones around the world</p> <p>To know the location of the USA and explain its name</p> <p>To know the difference between a state, country and nation and identify common characteristics of each</p> <p>To know what a mountain range is</p>	<p>To know the key characteristics of one of the world's longest rivers</p> <p>To know the significance of rivers in the development of settlements</p> <p>To know and explain how the physical geography of rivers shape the human geography around it and vice versa</p> <p>To know what a rainforest is and explain why they are located where they are</p> <p>To know and describe the key features of rainforests, including layers, vegetation, climate and wildlife</p> <p>To know the name, location and key characteristics of</p>	<p>mountainous areas</p> <p>To know some of the advantages and disadvantages of living in a mountainous area</p> <p>To know and describe the key features of a mountain environment found in the UK</p> <p>To know and explain the importance of the Himalayas to the people who live there</p> <p>To know about the structure of the earth and label a diagram</p> <p>To know what happens at the boundaries between the Earth's plates</p> <p>To know and describe the key processes involved in an earthquake</p>	<p>To know some of the ways in which human have affected the UK's landscape</p> <p>To know and explain the different types of industries in which people in the UK work</p> <p>To know how the UK produces energy and understand how and why these have changed over time</p> <p>To know the advantages and disadvantages of different ways of producing energy</p> <p>To know the main physical and human characteristics of our local area and region</p> <p>To know some of the ways in which humans have affected and shaped Shropshire's landscape and</p>
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				<p>To know what a rural area is</p> <p>To know what an urban area is</p> <p>To know and use basic geographical vocabulary to describe rural and urban areas</p> <p>To know some of the key physical and human characteristic of the UK's capital cities</p>	<p>village, town and city</p> <p>To know and describe the key physical and human features of Mugurameno</p> <p>To know how the people of Mugurameno use the river</p> <p>To know how the people of Shrewsbury use the river</p>	<p>To know the main physical features of the Rockies</p> <p>To know some of the ways in which people use the Rockies</p> <p>To know what a volcano is</p> <p>To know that Mt St Helens is a volcano and describe the volcanic eruptions that happened there</p> <p>To know the impact the volcanic eruptions at Mt St Helens had on the surrounding area</p> <p>To know how eruptions can result in changing the landscape of a place</p> <p>To know and describe the key aspects of human and physical</p>	<p>the Congo/Amazon Rainforest</p> <p>To know and explain the significance of The Amazon's location</p> <p>To know the environmental significance of rainforests</p> <p>To know how human activity impacts the physical geography of rainforests</p> <p>To know how rainforests are changing over time and around the world</p> <p>To know and explain the importance of the Amazon Basin and rainforest to both the people who live there and the wider world</p> <p>To know and describe some of the main human and</p>	<p>To know the effects of earthquakes on land and people</p> <p>To know some of the ways in which humans have adapted to living in earthquake zones</p> <p>To know some of the ways in which humans may need help after an earthquake and consider the risk related to living near tectonic plate boundaries</p> <p>To know what a volcano is and describe its key features</p> <p>To know some of the implications and dangers associated with living near an active volcano</p> <p>To know some of the advantages a Volcano can have on the</p>	<p>how and why this has changed over time</p> <p>To know some of the local, regional, national and international links to our local area</p> <p>To know the key human needs and processes linked to our local area</p>
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						<p>geography of a named area (New York, Rio, Brazil, South America)</p> <p>To know that longitude creates time zones</p> <p>To know which time zones named cities in South America and the UK are in</p> <p>To know that some things we buy in this country come from other countries and why</p> <p>To know some of the UK's trade links with South East Brazil</p>	<p>physical features of Manaus</p>	<p>human population</p> <p>To know some of the key features of tourism in the Mediterranean</p> <p>To know the key physical and human features of Greece</p> <p>To know some of the key reasons behind migration into Europe through Greece</p> <p>To know some of the implications of the migration of refugees on the people who live in Greece</p>	
	<b>Vocabulary</b>	see, hear, smell, feel, weather, rain, sun, snow, wind	day, week, month, season, weather, sun, rain, wind, snow, spring, summer, autumn, winter	time, month, weather, season, spring, summer, autumn, winter, temperature, cloud, rain, frost, snow, sun, warm, windy, the months of the year, features, human, physical, nature, capital city,	land, ocean, physical, human, features, hot, cold, equator, north pole, south pole, temperature, weather, climate	climate, weather, latitude, equator, hemisphere, sphere, axis, temperature, precipitation, tropical, arid, temperate, polar, mountain, volcano, eruption,	export, manufacturing, temperate, tropical, tourism, trade, port, mining, culture, development, recreation, favela, population,	volcano, core, mantle, plates, tectonic, crust, boundaries, magma, ash could, eruption, lava, effect, impact, short-term, long-term, civilisation, resort, leisure, service industry,	region, country, county, city, physical features, coastline, mountain range, river, human feature, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance,

				country, river, sea, town, village		urban, rural, state, city, town, village		tourism, border, migrant, refugee,	energy, renewable, fossil fuels
<b>Geographical Fieldwork and Skills</b>	<b>Core Knowledge</b>	<p>To know and understand simple positional language</p> <p>To know and understand simple comparative language</p> <p>To know how to make simple observations of what we can see in the world around us</p>	<p>To know how to use positional language to describe locations</p> <p>To know how to describe a familiar route using positional language</p> <p>To know how to use images to create simple maps</p> <p>To know how to draw information from a simple map</p> <p>To know how to explore the world around us and describe what we can see, hear and feel whilst outside</p> <p>To know how to use drawing to represent our observations of the world around us</p>	<p>To know and recognise some common weather symbols</p> <p>To know how to observe and record the daily weather in our local area and create a simple weather chart</p> <p>To know how to interpret data collected in our weather log to identify weather patterns</p> <p>To know how to use world maps, atlases and globes to identify the UK and its countries</p> <p>To know how to use aerial photographs to recognise landmarks and basic human and physical features</p> <p>To know how to use observational skills to study</p>	<p>To know how to use world maps, atlases and globes to identify and locate where we live in the world</p> <p>To know how to use world maps, atlases and globes to identify and locate the seven continents</p> <p>To know how to use world maps, atlases and globes to identify and locate the five oceans</p> <p>To know how to use world maps, atlases and globes to identify and locate the equator, north and south pole and hot and cold areas of the world</p> <p>To know how to devise a simple map</p>	<p>To know how to use world maps, atlases and globes to identify and locate different lines of latitude, including the equator</p> <p>To know how to present climate data using charts and graphs</p> <p>To know how to compare climate data for different locations, including temperature and rainfall</p> <p>To know how to use world maps, atlases and globes to identify and locate North America</p> <p>To know how to use world maps, atlases and globes to locate the USA</p>	<p>To know how rivers are represented on maps</p> <p>To know how to use maps to locate the world's longest rivers</p> <p>To know how to record observations and collect data linked to local river sources</p> <p>To know how to use online resources (including maps) to identify the key characteristics of one of the world's longest rivers</p> <p>To know how to use the 8 points of a compass and 4 figure grid references to describe the location and direction of one of the world's longest rivers</p>	<p>To know how to use maps to locate the world's 'Seven Summits' and the UK's highest mountains</p> <p>To know how mountain heights are measured and be able to interpret this kind of data</p> <p>To know how to use maps to locate the world's tectonic plates</p> <p>To know how to use maps to locate famous volcanos of the world</p> <p>To know how to use maps to locate where famous earthquakes have occurred</p> <p>To know how to use online resources to find out key facts about a</p>	<p>To know how to use world maps, atlases and globes to locate The UK, it's countries and key cities</p> <p>To know how to use online resources to find out key facts about parts of the UK</p> <p>To know how to use aerial images to describe the key physical and human features of our local area</p> <p>To know how to use regional maps to locate key sites</p> <p>To know how to use scale on a map to measure approximate distance</p> <p>To know how to use distance and compass points to identify the approximate</p>

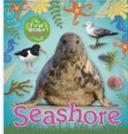
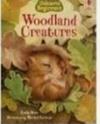
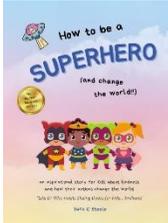
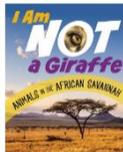
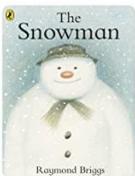
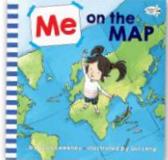
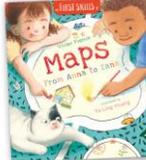
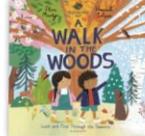
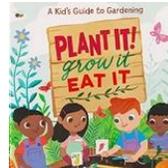
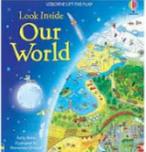
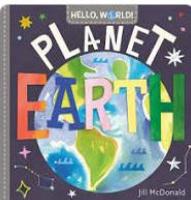
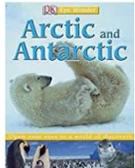
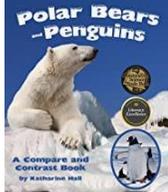
				<p>the geography of my local area</p> <p>To know how to record the key human and physical features of my local area on a simple map</p> <p>To know and use the compass directions North, East, South and West to describe the location of features on a map</p> <p>To know and use simple directional language to describe the location of features and routes on a map</p> <p>To know and recognise some common Ordnance Survey map symbols</p> <p>To know how to create simple maps of our local area, showing key features</p>	<p>To know how to use simple compass directions and locational and directional language to describe the location features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>To know how to use world maps focussing on North America to name and locate key countries</p> <p>To know how to use maps, satellite and aerial images to locate key states in North America</p> <p>To know how to use maps, aerial photos and images to locate Mt. St. Helens and identify the surrounding areas affected by the explosion</p> <p>To know how to use world maps focussing on South America to name and locate key countries and cities</p> <p>To know how to use world maps, globes and atlases to locate lines of longitude</p>	<p>To know how to use world maps, atlases and globes to identify and locate the world's rainforests</p> <p>To know how to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate significant geographical areas and describe features studied</p> <p>To know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>volcano/ earthquake</p> <p>To know how to use world maps, atlases and globes to locate Greece and its key cities</p>	<p>location of a place</p> <p>To know how to gather evidence through urban fieldwork of how a region is meeting people's needs</p> <p>To know how to annotate an Ordnance Survey map to accurately locate specific sites</p> <p>To create symbols and a key for a simple land use map</p> <p>To create accurate six-figure grid references for specific areas</p>
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	<b>Vocabulary</b>	in, on, under, in front, behind, big, small, tall, short, see	forwards, backwards, along, in front, behind, across, up, down, map, picture, route, direction, senses, see, hear, smell, feel	forecast, symbol, map, pattern, observe, log, record, draw, feature, map, compass, direction, North, East, South, West, symbol, key, route	map, land, sea, ocean, country,	latitude, equator, north, south, temperature, precipitation,	latitude, longitude, equator, speed, measure,	map, Europe, North America, Pacific Ring of Fire,	map, region, county, country, compass, scale, measure, distance, Ordnance Survey, six-figure grid reference, symbol, key
<b>Thinking Geographically</b>	<b>Core Knowledge</b>	To know that the world is a special place that we need to look after	<p>To know some ways in which we can respect and care for all living things</p> <p>To know and explain some similarities and differences between life in this country and life in traditional African villages (Handa's Surprise) and life in modern African towns and cities</p> <p>To know and begin to explain how places change over time and why</p> <p>To know how to make connections by spotting patterns in the things I</p>	<p>To know how to interpret data collected in our weather log to identify weather patterns</p> <p>To know how to use key geographical vocabulary to describe daily weather patterns</p> <p>To know some ways in which the weather affects our daily activities</p> <p>To know the types of clothing worn in different weather and begin to explain why</p> <p>To know some ways in which weather affects different jobs</p>	<p>To know how to use a simple map to help plan and describe a journey around the world</p> <p>To know how to use the physical and human characteristics of each continent to help me compare them</p> <p>To know how to reason which continent I would most like to live on and why</p> <p>To know why the location of hot and cold areas of the world in relation to the equator, north and south poles affects their climate</p>	<p>To know how to explain the significance of the shape of the world and key lines of latitude, including the equator, on climate</p> <p>To know and explain the significance of the Northern and Southern Hemispheres in creating climate zones and seasons</p> <p>To know how to reason about which climate zone I would like to live in and why</p> <p>To know how to use my knowledge of climate zones to write a weather</p>	<p>To know how the stage of a river's journey impacts what humans can use it for</p> <p>To know, explain and debate the positive and negative implications of living near a river</p> <p>To know, explain and debate how human activity affects rivers and consider the implications for the environment</p> <p>To know, explain and debate the importance of the Amazon Rainforest</p>	<p>To know, explain and debate some of advantages and disadvantages of living in a mountainous area and make arguments for and against living there</p> <p>To know and consider the risks associated with living near tectonic plate boundaries and develop a health and safety plan</p> <p>To know, explain and debate some of the advantages and disadvantages of living near a volcano and make arguments for and against living there</p>	<p>To know some of the ways in which humans have affected the UK's landscape, both positively and negatively, and consider how this might change in the future</p> <p>To know how physical geography shapes industry and consider the implications of life in different parts of the UK</p> <p>To know and evaluate the advantages and disadvantages of wind energy</p> <p>To know some of the implications of using renewable energy and</p>

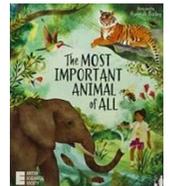
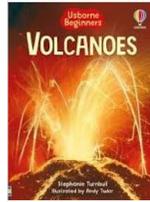
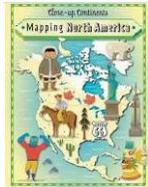
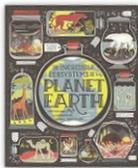
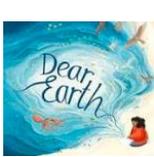
			<p>have observed and experienced</p>	<p>To know how to use the physical and human characteristics of the capital cities of the UK to help me describe them</p> <p>To know the differences between rural and urban areas and use what I know to describe which area I live in</p> <p>To know how to use data collected from fieldwork to describe a journey through my local area</p>	<p>To know how weather and climate affects daily life in hot and cold places</p> <p>To know how the climate of hot and cold places affects the type of clothing worn there</p> <p>To know how to reason what I should pack for a trip to hot or cold place and explain the differences</p> <p>To know some geographical questions I would like to ask about life in Mugurameno Village</p> <p>To know and explain how life in Mugurameno compares to life in Shrewsbury and use this to explain where we would prefer to live and why</p>	<p>forecast for a typical day in contrasting climates</p> <p>To know and discuss the advantages and disadvantages of living in each climate zone</p> <p>To know how to use the physical and human features of a US state to explain what it would be like to live there</p> <p>To know the impact of living near a volcano has on day to day live</p> <p>To know how eruptions can result in changing the landscape of a place</p> <p>To know how to use photographs and information to imagine daily life in Rio De Janeiro</p>	<p>To know, explain and debate how human activity affects rainforests and consider the implications for the environment (deforestation)</p> <p>To know some ways of conserving the rainforest and explain my own ideas and opinions on the matter</p> <p>To know some other ways in which human activity might be harming the planet and explain my own ideas and opinions on them</p> <p>To know and explain how the location of Manaus affects and impacts life in the city</p> <p>To know how to identify my own questions about the Amazon Basin and to</p>	<p>To know and explain some of the key reasons why the Mediterranean is such a popular place for tourism</p>	<p>consider how the UK might meet its energy needs in the future</p> <p>To know and discuss how my local area fits into the wider world</p> <p>To know and discuss how our region meets the needs of its population</p> <p>To know and evaluate the significance of the impact of humans on Shropshire's landscape</p> <p>To know and debate the advantages and disadvantages of continued development in Shropshire and consider the impact on the local environment – what is the impact of tourism, do we need to preserve our area of</p>
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						<p>To know how it affects the environment to buy things from Brazil</p> <p>To know how the choices I make might affect people's lives in Brazil</p> <p>To know some of pros and cons of the 2016 Olympic Games for Brazil and explain what I think about them</p>	consider what knowledge and information will help me to answer them		outstanding natural beauty and why?
	<b>Vocabulary</b>	place, name,	same, different, observe, life, animals, respect, look after, change	Impact, affect, positive, negative, waterproof, dry, warm, cool, clothing,	journey, physical, human, continent, north pole, south pole, climate, equator,	climate zone, hemisphere, weather, forecast, choice, affect, impact, landscape, change, similarities, differences	location, human activity, physical feature, question, information, implication, explain	advantage, disadvantage, eruption, effects, human, aid, civilisation, leisure, resort, tourism, service industry	human features, land use, landscape industry, tourism, finance, Energy, renewable, solar energy, wind, energy, nuclear power, population,

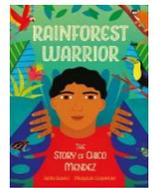
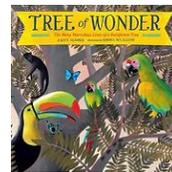
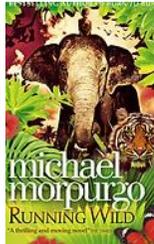
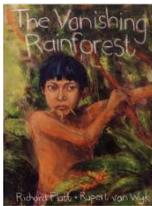
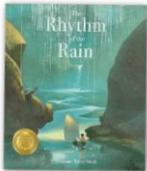
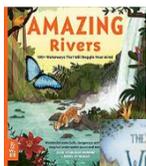
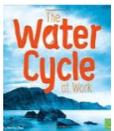
# Curriculum Reading

	Autumn Term	Spring Term	Summer Term
EYFS	           	      	
Year 1	  	  	  
Year 2	  	  	  

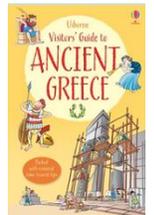
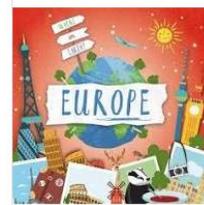
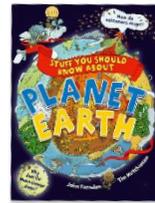
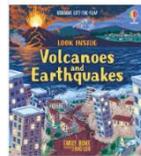
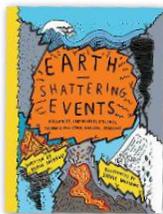
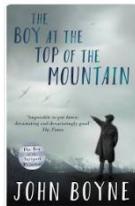
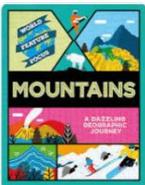
Year 3



Year 4



Year 5



Year 6

