



Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Pre-School	Ongoing over the year		<p>Drawing To give meaning to the marks they draw or write</p> <p>Symbols and Keys To spot patterns and shapes in the environment (Linked to Maths)</p>		Marks, patterns, shapes, same, different, draw, paint, write
	Ongoing over year	Positional language	<p>Using directional and positional language To understand and follow simple positional language To understand and follow simple directions To talk about the position of an object</p>	<p>To know key positional language vocabulary.</p> <p>To know key directional language vocabulary.</p>	<p>In, on, under, next to, behind</p> <p>Forwards and backwards.</p>
	Ongoing over year	Linked to settling in and daily routines	<p>Place Knowledge To recognise and name areas within Preschool, the outside area and the dining hall.</p> <p>Locational knowledge To name and locate areas in and around Preschool. To locate their classroom and dinner hall</p>	To know and name different places within school	Preschool, corridor, dinner hall, Reception, toilets
	Ongoing over year	Seasonal change	<p>Human and Physical To observe the weather and how it changes.</p>	To know the names of different types of weather.	Rainy, sunny, windy, snowy, cold, warm, hot.



Year Group	Term	Topic	Skills	Knowledge	Vocabulary
			<p><u>Enquiry and investigation</u> To talk about some of the differences in photographs.</p>		
	Autumn 1	Ourselves Where we live	<p><u>Locational knowledge</u> To name and locate areas in and around Preschool. To locate their classroom and dinner hall</p> <p><u>Fieldwork</u> To use observational skills to study preschool and their immediate environment (sights and sounds).</p>	To know and name different rooms in their house	<p>Bathroom, bedroom, kitchen</p> <p>Preschool, corridor, dinner hall, Reception, toilets</p>
	Autumn 2	Christmas	<p><u>Locational knowledge</u> To locate the post box and local shops.</p> <p><u>Human and physical</u> To begin to communicate geographical vocabulary, shops, school, park, farm, post box.</p>	To name and recognise key places in the local areas e.g. shops, post office.	<p>Shops, post office, school, road</p> <p>Shops, school, park, farm, post box.</p>
	Spring 2	Growing	<p><u>Enquiry and investigation</u> To answer questions about the natural world (who, where, what) (Linked to Science)</p> <p>To show respect and care for their environment.</p>		



Reception	Ongoing over year	Seasonal change and daily calendar	<p>Human and Physical Features: To observe seasonal change To describe and talk about different weather relating to the seasons.</p>	<p>To recognise and talk about the signs of the different seasons To know and name the four seasons in a year To know what the weather is like in each of the four seasons</p>	<p>Seasons, winter, spring, summer, autumn, weather, rainy, sunny, windy, snowy, cloudy, hailstone, thunder, lightning, cold, warm, hot, dry, warm</p>
	Ongoing over year	Positional language	<p>Using directional and positional language To understand and follow simple positional language To understand and follow simple directions</p>	<p>To know key positional language vocabulary. To know key directional language vocabulary.</p>	<p>In, on, under, next, to, behind, above, below, in between. Forwards, backwards, turn, left, right</p>
	Spring 1	The world around us (Cold places)	<p>Direction and location To locate on a map and globe the polar regions, land and sea.</p> <p>Enquiry and investigation To answer questions about aspects of the natural world (who, what, where, why and how) To talk about similarities and differences between the natural world around them and contrasting environments.</p> <p>Fieldwork Find out about the environment by examining photographs</p>	<p>To know what a map/globe are used for. To know the difference between land and water on a map/globe. To know where the polar regions are To know the names of the polar regions (Arctic and Antarctica.) To know the temperature in the polar regions is very cold</p>	<p>Map, globe, Arctic, Antarctica, land, water Polar regions Similarities, differences, Snow, ice, icebergs, environment, photographs</p>



	Spring 2	Houses and homes (Linked to traditional tales)	<p><u>Geography Information systems (GIS)</u> To use aerial maps e.g. Google maps/ Google earth of the school setting commenting upon what they notice.</p>	<p>To know what a map is used for To know the local area is called Higher folds To know and name different types of houses in the local area</p>	<p>Leigh, Higher folds Detached, semi-detached, terraced, flat, bungalow, local area</p>
	Summer 2	Our World (Where I live)	<p><u>Geography Information systems (GIS)</u> To use aerial maps e.g. Google maps/ Google earth of the school setting and Leigh town centre commenting upon what they notice.</p> <p><u>Place knowledge</u> To recognise and name areas surrounding the school and familiar places e.g. school, park, shops and Leigh town centre.</p> <p><u>Locational knowledge</u> To name and locate key areas outside of school.</p> <p><u>Human and physical features</u> To communicate and describe geographical vocabulary: shops, wood, park, field, houses, mountains, roads, pavements.</p>	<p>To know what a map is used for. To know the local area is called Higher folds To know they live in Leigh. To know they live in England</p>	<p>Map, globe, England, Leigh, Higherfolds</p> <p>Local area, shops, wood, park, field, mountains, roads, pavement, town centre, police station, shopping centre, bus station</p>



		<p><u>Fieldwork</u> To find out about the environment by talking to people, examining photographs, using simple maps and visiting local places.</p>		Environment, photographs,
	<p>Summer 2</p> <p>Maps (Part of Our world topic)</p>	<p><u>Location</u> To use positional and directional language e.g. when describing a route on a simple map</p> <p><u>Symbols and keys</u> To spot patterns, shapes and symbols.</p> <p><u>Drawing</u> To draw or create a simple bird's eye view map of the classroom using objects, pictures or marks. To draw a simple story map of a familiar book To create their own maps using their imagination.</p> <p><u>Using maps</u> To use a map to find a hidden object</p> <p><u>Fieldwork</u> To use observational skills to study the school grounds. To explore school grounds and buildings</p>	<p>To know key positional language vocabulary. To know key directional language vocabulary. To know what a map is used for. To know that the symbols on a map have meaning To know what a birds eye view of a map means. To know, recognise and name key areas in the classroom/ school.</p>	<p>In, on, under, next, to, behind, above, below, in between. Forwards, backwards, turn, left, right</p> <p>Map, bird's eye view, beginning, middle, end, symbols</p> <p>Classroom, dinner hall, Sports hall, Office, forest school, playground,</p>



Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Year 1&2 Cycle A	Autumn 1	UK – Countries	<p><u>Locational Knowledge:</u></p> <p>To use world maps, including globes to identify the UK in its position in the world.</p> <p>To name and locate the UK countries, capital cities and other key features. (Flags, Flowers, Animals).</p> <p><u>Place Knowledge:</u></p> <p>Year 2 - To make simple comparisons between features of their local area and a capital city.</p> <p><u>Geography Information System (GIS):</u></p> <p>To use Google street of local area, major city and landmarks of a country.</p>	<p>To know what a map is.</p> <p>To know where the UK is in the World.</p> <p>To know the 4 countries of the UK.</p> <p>To know the 4 capital cities of the UK.</p> <p>To know the National flags, flowers and animals of the 4 countries of the UK.</p> <p>To recognise some London landmarks on Google Street View.</p> <p>To recognise some of Liverpool/Manchester landmarks on Google Street View.</p> <p>To recognise some of their local area landmarks on Google Street View.</p> <p>Year 2 To know that landmarks of their local area and London will be similar and different.</p>	<p>Map, England, Scotland, Northern Ireland, Wales, Higher Folds, Leigh, The Estate, Liverpool, Manchester, London, Edinburgh, Cardiff, Belfast, Landmark, Similar, Different, Rose, Daffodil, Thistle, Shamrock, Lion, Unicorn, Centaur, Dragon, Flag, London Eye, Buckingham Palace, Big Ben, River Thames, Tower Bridge, Wembley Stadium, Hyde Park.</p>



	<p>Autumn 2</p>	<p>Local Geography</p>	<p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To follow a route on a map using N, S, E, W.</p> <p><u>Mapping:</u> <u>Drawing:</u></p> <p>To draw and create their own maps using real objects, pictures and symbols.</p> <p><u>Using Directional and Positional Language:</u></p> <p>To follow directions including N, S, E, W using a compass. (Orienteering – PE)</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>Year 1 To use a simple picture map to use around the school / local area.</p> <p>To recognise a map is about a certain place. E.g. School, Playground, dinner hall, local area.</p> <p>Year 2</p>	<p>To know the four cardinal compass points.</p> <p>To know what a map is.</p> <p>To understand a map is drawn from a plan view. (Bird's eye view, above).</p> <p>To know what a map of the school and local area looks like.</p> <p>To know their own addresses and postcodes.</p> <p>To recognise some of their local area landmarks on Google Street View.</p> <p>To know what an OS Map looks like.</p> <p>To know that maps need symbols and keys.</p> <p>To know that there can be changes in the local area.</p> <p>To know the four seasons.</p> <p>To know different weather types for each season.</p> <p>To know different types of weather patterns.</p>	<p>Local Area, Higher Folds, Shops, Parks, Maps, OS Maps, Symbols, Keys, North, South, East, West, Summer, Winter, Spring, Autumn, Rain, Sun, Snow, Fog, Frost, Showers, Postcode, Address, Compass, Route.</p>
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			<p>To use a teacher drawn base map to find features and locations.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google street view of local area.</p> <p><u>Locational Knowledge:</u></p> <p>To begin to locate their own addresses and postcode.</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>Year 2 To use a large scale OS Map. (Local Area – Higher Fold)</p> <p>To begin to understand the need for a key.</p> <p>To use class agreed symbols to make a simple key.</p> <p><u>Place Knowledge:</u></p> <p>Year 1</p>	
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			<p>To describe about some present changes that are happening in the local environment.</p> <p><u>Fieldwork:</u></p> <p>To use observational skills when studying geography of their school grounds and local environment.</p> <p>To observe and describe daily weather patterns.</p> <p>To begin to identify seasonal and daily patterns.</p> <p><u>Human and Physical Features:</u></p> <p>Year 1 To make observations and express their opinion and views of features such as weather patterns in their environment.</p>		
	Spring 1				
	Spring 2	The Seaside	<p><u>Locational Knowledge:</u></p> <p>To identify and describe local area and seaside regions on a map in relation to UK.</p>	<p>To know what the seaside is.</p> <p>To know that there are different types of seaside places.</p>	<p>Seaside, beach, cliff, pier, sand, pebble, rocky, bucket, spade, human, physical, man-made, coordinates, locate,</p>



			<p><u>Human and Physical Features:</u></p> <p>To communicate and describe geographical vocabulary including: beach, cliff, coast, sea, etc for physical features.</p> <p>To communicate and describe geographical vocabulary including: city, town, port, factory, farm etc. for human features</p> <p><u>Mapping:</u></p> <p><u>Direction and Location:</u></p> <p>To use coordinates to locate features on a map.</p> <p><u>Fieldwork:</u></p> <p>To observe and describe daily weather patterns.</p> <p>To identify seasonal and daily patterns.</p>	<p>To know different types of human features at the seaside.</p> <p>To know different type of physical features at the seaside.</p> <p>To know the difference between human and physical features.</p> <p>To know coordinates help locate more precisely on a map.</p> <p>To know and name some local seaside areas.</p> <p>To know and name some popular tourist seaside attractions in the UK.</p> <p>To know different types of weathers at the seaside.</p>	<p>different, similar, weather, sunny, windy, sea</p>
	Summer 1				
	Summer	Africa	<p><u>Mapping:</u></p> <p><u>Using Maps:</u></p>	<p>To know what an atlas is.</p>	<p>Atlas, Africa, Country, Continent, World,</p>



	2		<p>To use an infant atlas to locate places.</p> <p><u>Place Knowledge:</u></p> <p>Year 2 To recognise how places are linked to other places in the world.</p> <p>To compare and contrast a local area of the United Kingdom with an area in a non-European country</p> <p><u>Human and Physical Features:</u></p> <p>Year 2 To make observations and express their opinion and views of features of different places.</p> <p>To communicate and describe geographical vocabulary including: city, town, harbour, port, factory, farm etc for human features</p> <p>To communicate and describe geographical vocabulary as year one and including: forest, vegetation, ocean, weather etc for physical features.</p>	<p>To know what a contents page is.</p> <p>To know that there are other countries in the world.</p> <p>To know that Africa is a continent.</p> <p>To know there are many different countries in the world.</p> <p>To know that these countries are all linked by their similarities.</p> <p>To know that places in Africa can be similar and different to Higher Folds.</p> <p>To know different human and physical features of an area in Africa.</p> <p>To know weather, people, buildings, sceneries, etc can be similar in Africa and Local Area.</p> <p>To know what life is like in an African Country.</p>	<p>similar, different, people, buildings, homes, land, human, physical, features, compare, opinions</p>
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Year Group	Term	Topic	Skills	Knowledge	Vocabulary
			<p><u>Enquiry and Investigation:</u></p> <p>To describe similarities and differences when studying places.</p> <p>Year 2</p> <p>To describe similarities and differences and patterns.</p> <p>To compare their lives to other children to other places.</p>		
Year 1&2 Cycle B	Autumn 1	Local Geography	<p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To follow a route on a map using N, S, E, W.</p> <p><u>Mapping:</u> <u>Drawing:</u></p> <p>To draw and create their own maps using real objects, pictures and symbols.</p> <p><u>Using Directional and Positional Language:</u></p>	<p>To know the four cardinal compass points.</p> <p>To know what a map is.</p> <p>To understand a map is drawn from a plan view. (Bird's eye view, above).</p> <p>To know their own addresses and postcodes.</p> <p>To know the four seasons.</p> <p>To know different weather types for each season.</p> <p>To know different types of weather patterns.</p>	<p>Local Area, Higher Folds, Shops, Parks, Maps, OS Maps, Symbols, Keys, North, South, East, West, Summer, Winter, Spring, Autumn, Rain, Sun, Snow, Fog, Frost, Showers, Postcode, Address, Compass, Route.</p>



			<p>To follow directions including N, S, E, W using a compass. (Orienteering – PE)</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>Year 1 To use a simple picture map to use around the school / local area.</p> <p>To recognise a map is about a certain place. E.g. School, Playground, dinner hall, local area.</p> <p>Year 2 To use a teacher drawn base map to find features and locations.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>Year 1 To use Google street view of local area.</p> <p><u>Locational Knowledge:</u></p> <p>To begin to locate their own addresses and postcode.</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p>	<p>To know what a map of the school and local area looks like.</p> <p>To recognise some of their local area landmarks on Google Street View.</p> <p>To know what an OS Map looks like.</p> <p>To know that maps need symbols and keys. To know that there can be changes in the local area.</p>	
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			<p>Year 2 To use a large scale OS Map. (Local Area – Higher Fold)</p> <p>To begin to understand the need for a key.</p> <p>To use class agreed symbols to make a simple key.</p> <p><u>Place Knowledge:</u></p> <p>Year 1 To describe about some present changes that are happening in the local environment.</p> <p><u>Fieldwork:</u></p> <p>To use observational skills when studying geography of their school grounds and <u>local environment</u>.</p> <p>To observe and describe daily weather patterns.</p> <p>To begin to identify seasonal and daily patterns.</p>		
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			<p><u>Human and Physical Features:</u></p> <p>Year 1 To make observations and express their opinion and views of features such as weather patterns in their environment.</p>		
	Autumn 2				
	Spring 1	City Study – Liverpool	<p><u>Locational Knowledge:</u></p> <p>Year 2 To name and locate the local major cities near to Leigh (Leigh, Manchester and Liverpool)</p> <p>To compare and contrast the difference between urban and rural places.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google street view of local major city.</p> <p><u>Human and Physical Features:</u></p> <p>To communicate and describe geographical vocabulary including: city, town, harbour, port, factory, farm etc for human features</p>	<p>To know local major cities near Leigh.</p> <p>To know Manchester and Liverpool are Leigh's major local cities.</p> <p>To know what urban and rural means.</p> <p>To know some human features of Liverpool.</p> <p>To know some physical features of Liverpool.</p> <p>To know what Liverpool looks like on Google Street View.</p> <p>To know what Leigh looks like on Google Street View.</p> <p>To know the similarities and differences between Liverpool and Leigh.</p> <p>To know what the weather is like in Liverpool in the 4 seasons.</p>	<p>Liverpool, City, Urban, Rural, Compare, Contrast, Human, Physical, River Mersey, Liver Bird Building, Albert Docks, Liverpool One, Anfield, Goodison Park, Stanley Park, M&S Bank Arena, World Museum</p>



			<p><u>Place Knowledge:</u></p> <p>To name, describe and compare familiar places</p> <p>To link their homes with other places in their local community.</p> <p><u>Fieldwork</u></p> <p>To observe and describe daily weather patterns.</p> <p>To identify seasonal and daily patterns.</p>	<p>To know what the weather is like in Liverpool and spot any patterns.</p>	
	<p>Spring 2</p>	<p>City Study – Manchester</p>	<p><u>Locational Knowledge:</u></p> <p>Year 2 To name and locate the local major cities near to Leigh (Leigh, Manchester and Liverpool)</p>	<p>To know local major cities near Leigh.</p> <p>To know Manchester and Liverpool are Leigh's major local cities.</p> <p>To know what urban and rural means.</p>	<p>Leigh, Manchester, Liverpool, urban, Rural, Old Trafford, Hilton Hotel, Victoria Station, MEN Arena, Eithad Stadium, Trafford Centre, Arndale, Peak District, River Irwell,</p>



		<p>To compare and contrast the difference between urban and rural places.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google street view of local major city.</p> <p><u>Human and Physical Features:</u></p> <p>To communicate and describe geographical vocabulary including: city, town, harbour, port, factory, farm etc for human features</p> <p><u>Place Knowledge:</u></p> <p>To name, describe and compare familiar places</p> <p>To link their homes with other places in their local community.</p> <p><u>Fieldwork</u></p> <p>To observe and describe daily weather patterns.</p> <p>To identify seasonal and daily patterns.</p>	<p>To know some human features of Manchester.</p> <p>To know some physical features of Manchester.</p> <p>To know what Manchester looks like on Google Street View.</p> <p>To know what Leigh looks like on Google Street View.</p> <p>To know the similarities and differences between Manchester and Leigh.</p> <p>To know what the weather is like in Manchester in the 4 seasons.</p> <p>To know what the weather is like in Manchester and spot any patterns.</p>	<p>Areas of Peak District, Google Street View, season, weather, patterns, seasonal change.</p>
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	Summer 1	Oceans and Continents	<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To find land and sea on a globe.</p> <p>To use an infant atlas to locate places.</p> <p><u>Locational Knowledge:</u></p> <p>Year 2 To locate and name on a world map and globe the seven continents and five oceans.</p> <p>To recognise the different shapes of the continents and five oceans.</p> <p>To use world maps, including globes to identify the UK in its position in the world.</p>	<p>To know how to use an atlas.</p> <p>To know the 7 continents of the World.</p> <p>To know the 5 Oceans of the World.</p> <p>To know where the UK is in the world.</p> <p>To know what land looks like on a map.</p> <p>To know what water looks like on a map.</p> <p>To know the different shapes of the continents.</p>	<p>Continents, Oceans, North America, South America, Europe, Africa, Asia, Oceania, Antarctica, United Kingdom, Atlantic, Pacific, Indian, Southern, Arctic, Land, Water, Ice</p>
	Summer 2	Cold Climates – The Arctic	<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To find land and sea on a globe.</p> <p>To use an infant atlas to locate places.</p>	<p>To know what land looks like on a map.</p> <p>To know what water looks like on a map.</p> <p>To know what ice looks like on a map.</p>	<p>Continents, Oceans, North America, South America, Europe, Africa, Asia, Oceania, Antarctica, United Kingdom, Atlantic, Pacific, Indian, Southern,</p>



			<p><u>Enquiry and Investigation:</u></p> <p>To ask and answer simple geographical questions when investigating different places and environments.</p> <p>To describe similarities and differences and patterns.</p> <p><u>Human and Physical Features:</u></p> <p>To make observations and express their opinion and views of features of different places.</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use coordinates to locate features on a map.</p>	<p>To know and name different places in the Arctic Circle. (Iceland, Norway, Alaska, Finland, Canada)</p> <p>To know some similarities and differences between these places and the Local Area.</p> <p>To know different climates in these Arctic places.</p> <p>To know how to compare these places to Local Area.</p>	<p>Arctic, Arctic Circle, Iceland, Norway, Alaska, Finland, Canada cold, icy, North Pole, icebergs, travel</p>
Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Year 3&4 Cycle A	Autumn 1				
	Autumn 2	UK - Place Names	<u>Locational Knowledge:</u>	To know how to find the UK on different scale maps.	North West, North East, Yorkshire and the Humber, South West,



			<p>To locate the UK on a variety of different scale maps.</p> <p>To name and locate the geographical regions, counties, cities.</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use eight point compass points well to follow or give directions on a map.</p> <p><u>Place Knowledge:</u></p> <p>To study human and physical geography of a country.</p>	<p>To know the regions of the UK.</p> <p>To know some of the counties of the UK.</p> <p>To know some major cities of the UK.</p> <p>To know the 8 cardinal and inter-cardinal compass points.</p> <p>To know some human features of the UK.</p> <p>To know some physical features of the UK.</p>	<p>South East, Greater London, East Midlands, West Midlands, East of England, Greater Manchester, Merseyside, Cheshire, Lancashire, Manchester, Liverpool, Chester, Preston, London, Wales, Scotland, Northern Ireland, Mt Snowdon, White Cliffs of Dover, Sherwood Forest, Old Trafford, Tower Bridge</p>
	<p>Spring 1</p>	<p>Europe – Italy</p>	<p><u>Locational Knowledge:</u></p> <p>To locate Europe on a large scale map or globe.</p> <p>To name and locate countries in Europe (including Russia) and their capitals cities.</p> <p>To name and locate key topographical regions, coasts and rivers.</p>	<p>To know where Italy is on a map of the world.</p> <p>To know where Italy is on a map of Europe.</p> <p>To know some European countries that border Italy.</p> <p>To know some Italian Rivers and Mountains.</p>	<p>Italy, Rome, Como, Po, Apennines, Dolomites, Volcanoes, Topography, Slovenia, France, Switzerland, Germany, Austria, Coast, Mediterranean Sea, Milan, Pisa, Turin, Venice, Sicily, Climate, Colosseum, Vatican City</p>



			<p><u>Geography Information Systems (GIS):</u></p> <p>To introduce charts on maps to determine Topography, Weather and Climate.</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To locate places on a large scale maps. E.g. World – Europe.</p> <p>To use GIS to locate places on a map.</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use 4 figure grid references to locate features on a map.</p> <p><u>Place Knowledge:</u></p> <p>To identify significant places and environments within country study.</p> <p>To compare and contrast areas within a country/ countries.</p>	<p>To know what Italy looks like on a Topography Map.</p> <p>To know where the equator is.</p> <p>To know what the weather and climate is like in Italy and why.</p> <p>To know how to use 4 figure grid referencing.</p> <p>To know and name some significant places in Italy.</p> <p>To know some human and physical features of Italy.</p> <p>To compare places in Italy to places in the UK.</p> <p>To compare food, weather, people and school in Italy and UK.</p>	
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			<p>To study human and physical geography of a country</p> <p><u>Enquiry and Investigation:</u></p> <p>To identify similarities and differences and patterns of different places, features and people.</p> <p><u>Fieldwork:</u></p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. make comparisons between locations, photos, pictures, maps.</p>		
	Spring 2	Europe – Greece	<p><u>Locational Knowledge:</u></p> <p>To locate Europe on a large scale map or globe.</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To locate places on a large scale maps. E.g. World – Europe.</p> <p>To use GIS to locate places on a map.</p> <p><u>Mapping:</u></p>	<p>To know where Greece is in Europe.</p> <p>To know where Greece is on a large scale map.</p> <p>To know some significant places in Greece.</p> <p>To know how to use 4 figure grid referencing.</p> <p>To know some similarities and differences between Greece and the UK.</p> <p>To know some human and physical features of Greece.</p>	<p>Greece, Europe, Aegean Sea, Sea of Crete, Adriatic Sea, Mediterranean Sea, Ionian Sea, Mount Olympus, Athens, Acropolis, Troy, Modern Greece, Ancient Greece, Islands, Crete, Kos, Rhodes, Corfu, Mainland, Albania, Turkey, Macedonia</p>



			<p><u>Direction and Location:</u></p> <p>To use 4 figure grid references to locate features on a map.</p> <p><u>Place Knowledge:</u></p> <p>To compare and contrast areas within a country/ countries.</p> <p>To study human and physical geography of a country</p>	<p>To know some key locations of Greece.</p>	
	<p>Summer 1</p>	<p>Volcanoes, Mountains and Earthquakes – Extreme Weather</p>	<p><u>Locational Knowledge:</u></p> <p>To identify Hemispheres and Equator.</p> <p><u>Human and Physical Features:</u></p> <p>To describe how features and places change and the links between people and environments over time.</p> <p>To use geographical language to identify and explain some aspects of human and physical features and</p>	<p>To know where the equator is.</p> <p>To know the 2 tropics.</p> <p>To know what tectonic plates are.</p> <p>To know the pattern between tectonic plates and volcanoes.</p> <p>To know the cross section of a volcano.</p> <p>To know that most of the world's volcanoes are at the Ring of Fire.</p>	<p>Volcanoes, Mountains, Earthquakes, Equator, Tropic of Cancer, Tropic of Capricorn, Ring of Fire, Tectonic Plates, Divergent, Convergent, Transform, Main Vent, Secondary Vent, Magma, Lava, Ash Cloud, Volcanic Bombs, Magma Chamber, Iceland, Hawaii, Pacific Ocean, Richter Scale, Mercalli</p>



			<p>patterns. (Rivers, coastlines, mountains, volcanoes, Earthquake and water cycle)</p> <p>Fieldwork:</p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. make comparisons between locations, photos, pictures, maps, temperatures.</p> <p>Enquiry and Investigation:</p> <p>To ask and answer more searching geographical questions when investigating different places and environments.</p> <p>To identify similarities and differences and patterns of different places and features.</p>	<p>To know some of the World's major volcanoes and their locations.</p> <p>To know why some people live near volcanoes and some don't.</p> <p>To know some patterns and similarities of different World Volcanoes.</p> <p>To know some of the World's major mountains and their locations.</p> <p>To know why and how places change over time.</p> <p>To know some locations of the World's earthquakes and spot patterns.</p>	<p>Scale, Erosion, Lava Flows, Ash</p>
	Summer 2				
Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Year 3&4 Cycle B	Autumn 1	UK – Cities, Towns and Local Area	<p>Locational Knowledge:</p>	<p>To know the regions of the UK.</p> <p>To know local counties.</p>	<p>UK, City, Town, Local Area, School, OS Map, Symbols, Keys, Human</p>



		<p>To name and locate the geographical regions, counties, cities.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google Earth. (Route planning – small scale)</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To use OS Maps to locate features in the local area.</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>To understand the need for a key. (Atlases)</p> <p>To use standard symbols. (OS Maps)</p> <p><u>Mapping:</u> <u>Drawing:</u></p> <p>To make a short route experience with features in correct place.</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p>	<p>To know local major cities.</p> <p>To know what an OS Map is.</p> <p>To know what OS Symbols mean.</p> <p>To know what their local area looks on an OS Map.</p> <p>To know what a key is used for.</p> <p>To know how to use 4 figure grid referencing.</p> <p>To know human and physical features of the UK.</p> <p>To know human and physical features of their local area.</p> <p>To compare the local area to a major city.</p> <p>To know how to follow a short route around school and local area.</p>	<p>Features, Physical Features, Route, Map Following, London, Manchester, Liverpool, Newcastle, Leicester, Norwich, Wolverhampton, Birmingham, Cardiff, Belfast, Edinburgh, Leigh, Higher Folds, Compare, Similar, Different, Regions</p>
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			<p>To use 4 figure grid references to locate features on a map.</p> <p>Fieldwork:</p> <p>To observe, record and name human and physical features in their local environment.</p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. make comparisons between locations, photos, pictures, maps</p>		
	Autumn 2	UK – Coastlines	<p>Mapping: Using Maps:</p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p> <p>Human and Physical Features:</p> <p>To describe how features and places change and the links between people and environments over time.</p>	<p>To know what a coast is.</p> <p>To locate different coastlines on a map of the UK.</p> <p>To know different features of a coast.</p> <p>To know that coastlines are always changing due to erosion.</p> <p>To know that the level of erosion of the coast changes the type of beach.</p>	<p>Coast, Coastline, Seas, Land, Cliff, Beaches, Shore, North Sea, English Channel, Celtic Sea, Atlantic Ocean, Irish Sea, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, Soft rock, Hard rock, rocky, pebble, sandy, erosion, Blackpool, Southport, Great Yarmouth, Scarborough, East Coast, West Coast,</p>



		<p>To use geographical language to identify and explain some aspects of human and physical features and patterns. (Rivers, coastlines, mountains, volcanoes, Earthquake and water cycle)</p> <p><u>Enquiry and Investigation:</u></p> <p>To identify similarities and differences and patterns of different places, features and people.</p> <p>To ask and answer more searching geographical questions when investigating different places and environments. Including how and why.</p> <p><u>Place Knowledge:</u></p> <p>To compare and contrast areas within different countries.</p> <p><u>Locational Knowledge:</u></p> <p>To name and locate key topographical regions, coasts and rivers.</p>	<p>To know that soft rock and hard rock eroding to creates different beaches.</p> <p>To know that erosion creates different beaches.</p> <p>To know different types of coastlines of the UK.</p> <p>To know some similarities and differences of different types of coastlines of the UK.</p> <p>To know different types of beaches in the UK.</p> <p>To know the location of different types of beaches on a map of the UK.</p> <p>To know some similarities and differences between the different coasts of the UK.</p> <p>To know some human and physical features of UK coastlines.</p> <p>To know that different beaches attract different level of tourism.</p> <p>To know the topography of the UK.</p> <p>To know different locations that would link to History Topic – Anglo-Saxons, Vikings and Normans.</p>	<p>South Coast, Newquay, Cornwall, Llandgrannog, Wales, Happisburgh, Norfolk, Fleswick Bay, Cumbria, Durdel Door, Dorset, Balintoy, Northern Ireland, Compare, Similar, Different, Erosion, Cliffs, Beaches, Boulders, Rocks, Sand, Pebbles, Pier, Lighthouses, Lifeguard Huts, Buildings, Tourism, Topography, Height of land, Hills, Flat Land, Beaches, Mountains, High land, Lindisfarne, East Anglia, Kent. Flat land, Beaches, Cliffs, Topography, East Anglia, Kent, Settlements, Invasions.</p>
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				To know that there is a pattern between flat land and settlements/invasions of Anglo-Saxons and Vikings.	
	Spring 1				
	Spring 2				
	Summer 1	UK – Rivers	<p><u>Locational Knowledge:</u></p> <p>To name and locate key topographical regions, coasts and rivers.</p> <p><u>Enquiry and Investigation:</u></p> <p>To ask and answer more searching geographical questions when investigating different places and environments. Including how and why.</p> <p><u>Human and Physical Features:</u></p> <p>To use geographical language to identify and explain some aspects of human and physical features and patterns. (Rivers, coastlines)</p>	<p>To know what a topography map of the UK looks like.</p> <p>To know the pattern between some UK rivers and the location of UK mountains.</p> <p>To know some major UK Rivers.</p> <p>To know the location of some major UK Rivers on a map.</p> <p>To know and name some human and physical features associated with Rivers.</p> <p>To know the journey of a river.</p> <p>To know the cross section of a river.</p>	<p>Rivers, Springs, Topography, United Kingdom, Rivers, Thames, Severn, Dee, Avon, Trent, Tyne, Patterns, Mountains, Pennines, Cumbrian Mountains, Grampian Mountains, Dartmoor, Sperrin Mountains, Snowdonia, Sawel, Ben Nevis, Snowdon, Scarfell, Crossfell, River, Journey, Source, Waterfall, Tributary, Oxbow Lake, Levee, Confluence, Meander, Floodplain, Estuary, Delta, Mouth.</p>



			<p><u>Enquiry and Investigation:</u></p> <p>To identify similarities and differences and patterns of different places, features and people.</p> <p><u>Human and Physical Features:</u></p> <p>To describe how features and places change and the links between people and environments over time.</p>	<p>To know why many major cities are located near a major river.</p> <p>To know how and why different rivers and environments change over time.</p>	
	<p>Summer 2</p>	<p>City Study - Liverpool</p>	<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>To use standard symbols. (OS Maps)</p> <p><u>Place Knowledge:</u></p> <p>To study human and physical geography of a country.</p>	<p>To know what a map of Liverpool looks like.</p> <p>To know what an OS map of Liverpool looks like.</p> <p>To know symbols on a map of Liverpool.</p> <p>To know some human and physical features of Liverpool.</p> <p>To know the 8 compass points on a compass.</p> <p>To know what Liverpool looks like on Google Earth / Google Street View.</p> <p>To know how to plot a route on various scaled maps.</p>	<p>Liverpool, City, Urban, Rural, Compare, Contrast, Human, Physical, River Mersey, Liver Bird Building, Albert Docks, Liverpool One, Anfield, Goodison Park, Stanley Park, M&S Bank Arena, World Museum, OS Maps, Symbols, Routes, compass, North, North East, North West, South, South East, South West, West, East.</p>



			<p><u>Using Directional and Positional Language:</u></p> <p>To use eight point compass points using a compass.</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google Earth. (Route planning – small scale)</p> <p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To follow and plot a route on a large scale map.</p>	To know how to follow a route on various scaled maps.	
Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Year 5&6 Cycle A	Autumn 1	UK – Regions	<p><u>Locational Knowledge:</u></p> <p>To name and locate the geographical regions, counties, cities.</p> <p>To introduce Prime/Greenwich Meridian and Time zones.</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p>	<p>To know the regions of the UK.</p> <p>To know some counties of the UK.</p> <p>To know the local counties.</p> <p>To know the local major cities.</p>	<p>North West, North East, South East, South West, East of England, West Midlands, East Midlands, Greater London, Yorkshire and the Humber, Greater Manchester, Merseyside, Lancashire, Cheshire, Chester, Manchester,</p>



			<p>To use eight point compass points to follow or give directions on a map.</p> <p>Mapping: Using Maps:</p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p>	<p>To know where different regions, counties and cities are on a map.</p> <p>To know which county and region some major cities are in.</p> <p>To know which direction some major cities are in relation to each other.</p> <p>To know what Prime/Greenwich Meridian is.</p> <p>To know what time zones are.</p>	<p>Liverpool, Prime Meridian, Greenwich Meridian, Time Zones, North, North West, North East, South, South West, South East, East, West</p>
	Autumn 2				
	Spring 1				
	Spring 2				
	Summer 1	Local Areas – Trade and Settlement	<p>Mapping: Using Maps:</p> <p>To compare different maps of Local Area, Major Local City and London. (Digimaps).</p> <p>Mapping: Drawing:</p>	<p>To know that Leigh has canals and railways.</p> <p>To know that Leigh's local canals and railways lead to Manchester.</p> <p>To know that Leigh and Manchester looked very different in 1890s.</p> <p>To know that Higher Folds looked different in 1890s.</p>	<p>Leigh, Manchester, City, Canal, Railway, Past, Present, different, similar, map, symbols, Google Earth, route, Mines, Pit, housing, overpopulation, immigration.</p>



		<p>To draw their own maps with increasing complexity and detail.</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>To use symbols and keys to add detail to their own maps. (OS Symbols)</p> <p><u>Geography Information Systems (GIS):</u></p> <p>To use Google Earth. (Route planning – large scale)</p> <p><u>Fieldwork:</u></p> <p>To analyse evidence and draw conclusions of differences between two locations and explain why. e.g. compare historical maps of varying scales, influence on people everyday life</p> <p><u>Human and Physical Features:</u></p> <p>To explain some links and interactions between people, places and environments. (Economic activity, trade links and distribution of natural resources, energy, food and water)</p>	<p>To know how to draw a map of their local area.</p> <p>To know how to use Google Earth.</p> <p>To know how to follow a route on Google Earth.</p> <p>To know why Higher Folds was built.</p> <p>To know that Higher Folds was built for different reasons such as Pit housing, over population and immigration.</p> <p>To know that there are trade links between Manchester and Higher Folds/Leigh.</p> <p>Manchester and Leigh Canals Railways</p> <p>Drawing map of HF 1890 and Now</p> <p>Following Google Earth Railway.</p> <p>Questions – Mines Pit – population expansion. Housing. Immigrants.</p>	
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	<p>Summer 2</p>	<p>City Study - Manchester</p>	<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To use OS Maps to locate features in a local major city.</p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p> <p><u>Fieldwork:</u></p> <p>To observe, measure and record human and physical features using a range of methods E.g. sketch maps, plans, graphs and digital technologies (GIS)</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>To use symbols and keys to add detail to their own maps. (OS Symbols)</p> <p><u>Place Knowledge:</u></p> <p>To study human and physical geography of a country</p>	<p>To know OS maps can be used to locate features in a major cities</p> <p>To know how to use various maps to locate places in Manchester.</p> <p>To know how to draw their own maps. (North West of England – Weather)</p> <p>To know how to create their own key.</p> <p>To know how to use GIS to measure, observe and record features. (Rainfall)</p> <p>To know and understand the terms human and physical geography.</p> <p>To know how to use 6 figure grid references to locate features on a map</p>	<p>OS Maps, Manchester, City, North West, England, Weather, Key, Symbols, Observe, Rainfall, GIS, 6 figure grid references, human and physical features, Old Trafford, Peak District, Manchester Ship Canal, Etihad Stadium, Trafford Centre, Heaton Park,</p>



			<p>Mapping: Direction and Location:</p> <p>To use 6 figure grid references confidently to locate features on a map.</p>		
Year Group	Term	Topic	Skills	Knowledge	Vocabulary
Year 5&6 Cycle B	Autumn 1	Country Study – Germany	<p>Mapping: Using Maps:</p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p> <p>Mapping: Direction and Location:</p> <p>To use 6 figure grid references to locate features on a map.</p> <p>To use eight point compass points to follow or give directions on a map.</p> <p>Place Knowledge:</p> <p>To study human and physical geography of a country</p>	<p>To know where Germany is on a World map.</p> <p>To know where Germany is on a map of Europe.</p> <p>To know some neighbouring countries of Germany.</p> <p>To know some major cities in Germany.</p> <p>To know how to locate using 6 figure grid referencing.</p> <p>To know the 8 compass points.</p> <p>To know where some key German places are in relation to each other.</p> <p>To know some human and physical features of Germany.</p>	<p>North South East West North West North East South East South West Navigate Grid References Figure Identify Landlocked Human features Physical features Ordnance Survey maps Coordinates Key River Grid reference</p>



					Compass points North South East West North West North East South East South West Berlin Dortmund Hamburg Munich Frankfurt Dresden Koln Food School Tourist attractions Continents Counties cities
	Autumn 2	City Study – Liverpool	<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To use OS Maps to locate features in a local major city.</p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps.</p>	<p>To know OS maps can be used to locate features in a major cities.</p> <p>To know how to use various maps to locate places in Liverpool.</p> <p>To know how to draw their own maps. (North West of England – Weather)</p>	Grid reference Figure Northing Easting OS Symbol Geographical Information Systems Rainfall North West



			<p><u>Fieldwork:</u></p> <p>To observe, measure and record physical features using a range of methods E.g. sketch maps, plans, graphs and digital technologies (GIS)</p> <p><u>Mapping:</u> <u>Symbols and Keys:</u></p> <p>To use symbols and keys to add detail to their own maps. (OS Symbols)</p> <p><u>Place Knowledge:</u></p> <p>To study human and physical geography of a country</p> <p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use 6 figure grid references confidently to locate features on a map.</p>	<p>To know how to create their own key.</p> <p>To know how to use GIS to measure, observe and record features. (Rainfall)</p> <p>To know and understand the terms human and physical geography.</p> <p>To know how to use 6 figure grid references to locate features on a map</p>	<p>Liverpool Manchester Blackpool Key Symbols Sketch Measure Observe record</p>
	Spring 1	The Americas	<p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use latitude and longitude.</p>	<p>To know what latitude is.</p> <p>To know what longitude is.</p>	<p>Equator Northern Hemisphere Southern Hemisphere</p>



			<p><u>Mapping:</u> <u>Using Maps:</u></p> <p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps. (Continents)</p> <p><u>Place Knowledge:</u></p> <p>To locate the world's countries, South America (Brazil), North America (Mexico) , Germany (Europe)</p> <p>To locate the world's countries on a variety of maps and sources, including the areas studied throughout the Key Stage.</p> <p><u>Locational Knowledge:</u></p> <p>To identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>To use Prime/Greenwich Meridian and Time zones.</p>	<p>To know where the Americas are on a World map.</p> <p>To know where the Americas are in comparison to the UK.</p> <p>To know some countries of North America.</p> <p>To know some countries of South America.</p> <p>To know where the equator is.</p> <p>To know what the southern and northern hemispheres are.</p> <p>To know where Tropic of Cancer and the Tropic of Capricorn are.</p> <p>To know some countries within each Tropic.</p> <p>To know the Prime/Greenwich Meridian.</p> <p>To know what time zones are.</p>	<p>Tropics of Cancer Capricorn North and South Pole Latitude Longitude Globe Sphere Location Climate Degrees North South East West Prime Greenwich Meridian Eastern Hemisphere Western Hemisphere World North America South America United Kingdom</p>
	Spring 2	Country Study – Mexico	<p><u>Mapping:</u> <u>Direction and Location:</u></p>	<p>To know how to use 6 figure grid referencing to find features of Mexico.</p>	<p>Mexico city capital city</p>



			<p>To use 6 figure grid references to locate features on a map.</p> <p><u>Locational Knowledge:</u></p> <p>To name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p><u>Place Knowledge:</u></p> <p>To compare and contrast areas within different countries.</p>	<p>To know some major states and cities of Mexico.</p> <p>To know some human and physical features of Mexico.</p> <p>To know similarities and differences of areas within Mexico and UK.</p>	<p>human features</p> <p>physical features</p> <p>boundaries</p> <p>borders</p> <p>Rio Grande</p> <p>Sonoran Desert</p> <p>Sierra Madre</p> <p>Lacandon Jungle</p> <p>Cooper Canyon</p> <p>Chihuahuan Desert</p> <p>Gulf of Mexico</p> <p>Grid reference</p> <p>Figure</p> <p>Northings</p> <p>Eastings</p> <p>similarity</p> <p>difference</p> <p>culture</p> <p>cuisine</p> <p>location</p> <p>city</p> <p>state</p> <p>continent</p> <p>town</p> <p>landmark</p> <p>population</p>
	Summer 1	Rainforest	<p><u>Mapping:</u></p> <p><u>Using Maps:</u></p>	<p>To know where the Amazon Rainforest is on a World map.</p>	<p>Amazon, Rainforest, Americas, South America, Similar, Different, UK,</p>



		<p>To use various maps to locate places. E.g. Aerial, Globes, Google Earth, Tourist Maps. (Rainforest)</p> <p><u>Place Knowledge:</u></p> <p>To compare and contrast areas within different countries.</p> <p><u>Locational Knowledge:</u></p> <p>To identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.</p> <p>To describe biomes and vegetation belts within a country within a tropic.</p> <p><u>Human and Physical Features:</u></p> <p>To use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. (Climate Zones, biomes and vegetation belts)</p> <p><u>Enquiry and Investigation:</u></p>	<p>To know where the Amazon Rainforest is on a map of the Americas.</p> <p>To know where the Amazon Rainforest is on a Map of South America.</p> <p>To know the similarities and differences of areas within the Amazon Rainforest and the UK.</p> <p>To know which hemisphere the Amazon Rainforest is in.</p> <p>To know where the Amazon Rainforest is in relation to the Equator.</p> <p>To know where the Amazon Rainforest is in relation to the Tropics.</p> <p>To know the different features of a Rainforest.</p> <p>To know what the climate is like in a Rainforest.</p> <p>To know what the biomes are like in the Rainforest.</p> <p>To know what the vegetation is like in the Rainforest.</p>	<p>Hemispheres, Equator, Tropic of Cancer, Tropic of Capricorn, Climate, Biomes, Vegetation, deforestation</p>
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			<p>To ask and answer more searching geographical questions when investigating different places and environments.</p> <p>To give reasons why and how this happens.</p> <p>To recognise geographical features affecting people in different environments.</p> <p>To give reasons why and how this happened in the past and could it change in the future.</p>	<p>To know why the Rainforests are important to the world.</p> <p>To know what deforestation is.</p> <p>To know that deforestation is affecting the world, people and animals.</p> <p>To know what the Rainforest was like in the past, present and what it could be like in the future.</p>	
	Summer 2	Country Study - Brazil	<p><u>Mapping:</u> <u>Direction and Location:</u></p> <p>To use latitude and longitude.</p> <p><u>Place Knowledge:</u></p> <p>To locate the world's countries, South America (Brazil), North America (Mexico) , Germany (Europe)</p>	<p>To know what latitude is.</p> <p>To know what longitude is.</p> <p>To know where Brazil is on a map of the world.</p> <p>To know where Brazil is in South America.</p> <p>To know where some of Brazil's regions, counties and cities are.</p>	Country, City, Brazil, Brasilia, Longitude, Latitude, South America, Argentina, Peru, Bolivia, Suriname, Guyana, Uruguay, Paraguay, Rio de Janiero, Sao Paulo, 6 Figure grid references, topography, weather, climate, equator, Tropic of Cancer, Tropic of Capricorn



			<p>To locate the world's countries on a variety of maps and sources, including the areas studied throughout the Key Stage.</p> <p><u>Locational Knowledge:</u></p> <p>To name and locate the geographical regions, counties, cities.</p> <p><u>Mapping:</u></p> <p><u>Direction and Location:</u></p> <p>To use 6 figure grid references to locate features on a map.</p> <p><u>Geography Information System (GIS):</u></p> <p>To use charts on maps to determine Topography, Weather and Climate.</p>	<p>To know how to use a 6 figure grid reference to locate features.</p> <p>To know what topography means.</p> <p>To know what the topography of Brazil looks like.</p> <p>To know what the weather is like in different areas of Brazil.</p> <p>To know what the climate is like in Brazil in relation to the Equator and tropics.</p>	
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