



## Geography Curriculum Overview

### This document outlines:

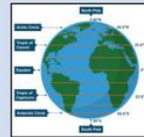
- The vision and three I statements
- Key vocabulary mapped across each year group
- Knowledge overview
- Progression of skills

### C.L.O.C.C your description

Continent



Lines of latitude



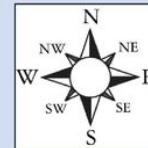
Oceans/seas



Country



Compass Rose





## Vision

Our geography curriculum will provide children with the knowledge, skills and understanding to inspire them to become global, sustainable citizens.

Intent	Implementation	Impact
<p>We aim to provide our children with the opportunities to explore their surroundings, communities and wider geographical issues through engaging lessons coupled with exciting opportunities, both theoretical and practical. We recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world.</p> <p>Understanding both human and physical geography will enable our children to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet.</p>	<p>To ensure that pupils develop a secure knowledge that they can build on, our Geography curriculum is designed to competently cover the main strands: locational and place knowledge, human and physical geography and fieldwork.</p> <p>When covering each of these strands, the content will be carefully sequenced and covered by each year group; staff will model explicitly the subject-specific vocabulary and skills. Teachers use a clear sequence of progression documents to ensure all skills are covered and to provide clear objectives and outcomes. Knowledge organisers will be used to map out the unit of work for children to refer to.</p> <p>Children will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.</p>	<p>By the end of their primary education our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We assess on a termly basis in order to build a rounded picture of each child as a geographer, using practical opportunities, quizzes, discussions and presentations. This enables teachers to set appropriate, progressive targets and challenge children in their thinking and learning. We aspire for children to leave being able to debate and discuss geographical issues and to be able to reflect and form their own opinions on matters such as climate change and natural disasters. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding.</p>

## National Curriculum requirements

### Pupils should be taught:

#### Locational knowledge

- name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well

### Pupils should be taught:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes



as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  
 Geography – key stages 1 and 2 3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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 Geography – key stages 1 and 2 4

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Geography Curriculum map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b><u>Crazy climates</u></b></p> <p><i>Where do the leaves go in winter?</i></p>	<p><b><u>Around the world</u></b></p> <p><i>Where in the world are we from?</i></p>	<p><b><u>Stone Age - Volcanoes</u></b></p> <p><i>Does the Earth shake, rattle or roll?</i></p>	<p><b><u>Groovy Greeks - Greece</u></b></p> <p><i>Why is Greece such a popular holiday destination?</i></p>	<p><b><u>Ancient Egyptians</u></b></p> <p><i>Why are the River Nile and the Suez Canal so important to Egypt?</i></p>	<p><b><u>Significant Women in 21st Century:</u></b></p> <p><i>How can grid references help us to identify places on a map?</i></p>
Spring	<p><b><u>Super safari</u></b></p> <p><i>What is life like in Kenya?</i></p>	<p><b><u>Rainforest</u></b></p> <p><i>Where can we find a rainforest?</i></p>	<p><b><u>Choccywoccydoodah</u></b></p> <p><i>Why do cocoa beans need a tropical climate?</i></p>	<p><b><u>Raiders or Traders</u></b></p> <p><i>Why do parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer?</i></p>	<p><b><u>Space</u></b></p> <p><i>How have boundaries and borders changed over time?</i></p>	<p><b><u>World War 1</u></b></p> <p><i>Why are trade links so important?</i></p>
Summer	<p><b><u>Let's get travelling</u></b></p> <p><i>Where do the wheels on the bus actually go?</i></p>	<p><b><u>Life in a city</u></b></p> <p><i>What should I pack for a trip to London?</i></p>	<p><b><u>Revolting Romans - Italy</u></b></p> <p><i>How did the Romans put Italy on the map?</i></p>	<p><b><u>What a Wonderful World</u></b></p> <p><i>Why should we help save the Amazon rainforest?</i></p>	<p><b><u>Africa</u></b></p> <p><i>What is the significance of the location of Africa?</i></p>	<p><b><u>Mayans - South America</u></b></p> <p><i>Did the Mayans put South America on the map?</i></p>



## Key Vocabulary

### Whole school vocab

- |  |   |   |   |  |  |
|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>● Equator</li> <li>● North pole</li> <li>● South Pole</li> <li>● Environment</li> <li>● Physical/human geography</li> </ul> | <ul style="list-style-type: none"> <li>● Compass</li> <li>● North</li> <li>● South</li> <li>● East</li> <li>● West</li> </ul> | <ul style="list-style-type: none"> <li>● Urban/rural</li> <li>● Import/export</li> <li>● Native/indigenous</li> <li>● Natural/man-made</li> <li>● Longitude/latitude</li> </ul> | <ul style="list-style-type: none"> <li>● Vegetation</li> <li>● Trade</li> <li>● Tourist</li> <li>● Continent</li> <li>● Sustainability</li> </ul> | <ul style="list-style-type: none"> <li>● Distance</li> <li>● Scale</li> <li>● Pollution</li> <li>● Survey</li> <li>● Questionnaire</li> <li>● Ordnance Survey (OS) maps</li> </ul> | <ul style="list-style-type: none"> <li>● Location</li> <li>● Aerial view</li> <li>● Northern/Southern Hemisphere</li> <li>● 4/6 figure grid reference</li> </ul> |
|--|---|---|---|--|--|

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Near</li> <li>● Far</li> <li>● Left</li> <li>● Right</li> <li>● Building</li> <li>● Plan</li> <li>● Globe</li> <li>● Journey</li> <li>● Travel</li> <li>● Town</li> <li>● Village</li> <li>● Transport</li> <li>● Lorry</li> <li>● Bus</li> <li>● Car</li> <li>● Seasons</li> <li>● Junction</li> <li>● Wide</li> <li>● Narrow</li> <li>● Farm</li> </ul>	<ul style="list-style-type: none"> <li>● Local</li> <li>● Distant</li> <li>● Address</li> <li>● Route</li> <li>● Landscape</li> <li>● Environment</li> <li>● England</li> <li>● Scotland</li> <li>● Northern Ireland</li> <li>● Wales</li> <li>● Semi detached</li> <li>● Terraced</li> <li>● City</li> <li>● Beach</li> <li>● Forest</li> <li>● Desert</li> <li>● Ocean</li> <li>● Coast</li> <li>● Cliff</li> <li>● Hill</li> <li>● River</li> <li>● Vegetation</li> <li>● Port</li> <li>● Harbour</li> </ul>	<ul style="list-style-type: none"> <li>● Settlement</li> <li>● Community</li> <li>● Landscape</li> <li>● Fieldwork</li> <li>● Sketch</li> <li>● Longitude</li> <li>● Latitude</li> <li>● Vegetation</li> <li>● Weathering</li> <li>● Erosion</li> <li>● Tectonic plates</li> <li>● Magma</li> <li>● Peat</li> <li>● Loam</li> <li>● Clay</li> <li>● Factory</li> <li>● Industry</li> <li>● Climate zone</li> <li>● Tropical</li> <li>● Canopy (trees)</li> </ul>	<ul style="list-style-type: none"> <li>● Greenhouse</li> <li>● Polyunnel</li> <li>● Intensive farming</li> <li>● Arable farming</li> <li>● Market gardening</li> <li>● Mixed farming</li> <li>● Organic farming</li> <li>● Grid reference</li> <li>● Satellite</li> <li>● Settlement patterns</li> <li>● Inland</li> <li>● Contour</li> <li>● Hydroponics</li> <li>● Allotment</li> <li>● Distribution</li> <li>● Natural disaster</li> <li>● Ox-bow lake</li> <li>● Humid</li> <li>● Coastal</li> <li>● Evaporation</li> <li>● Precipitation</li> <li>● Condensation</li> <li>● Productivity</li> </ul>	<ul style="list-style-type: none"> <li>● Tributary</li> <li>● Vegetation belts</li> <li>● Delta</li> <li>● Meander</li> <li>● Sea level</li> <li>● Water cycle</li> <li>● Arid</li> <li>● Evaporation</li> <li>● Precipitation</li> <li>● Condensation</li> <li>● Settlement</li> <li>● Excursion</li> <li>● Population</li> <li>● Development</li> <li>● Grid reference</li> <li>● Terrain</li> <li>● Contour lines</li> <li>● Scale</li> <li>● Deposition</li> <li>● Transportation</li> <li>● Source</li> <li>● Products</li> <li>● Industrial</li> <li>● Irrigation</li> </ul>	<ul style="list-style-type: none"> <li>● Migrate</li> <li>● Disperse</li> <li>● Ordnance survey</li> <li>● Symbols</li> <li>● Land use</li> <li>● Congestion</li> <li>● Naturalised</li> <li>● Immigrant</li> <li>● Survey</li> <li>● Greenwich/Prime Meridian</li> <li>● Time zone</li> <li>● Deforestation</li> <li>● Renewable</li> <li>● Biomes</li> <li>● Climate zones</li> <li>● Vegetation belts</li> <li>● Conservation</li> <li>● Export</li> <li>● Import</li> <li>● Equatorial</li> <li>● Subterranean</li> </ul>



## Knowledge Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><b><u>Crazy climates:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Differences between hot and cold places</li> <li>Four countries of the UK</li> <li>Changes in seasons</li> </ul>	<p><b><u>Around the world:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Name continents and four oceans</li> <li>Locate countries on a map</li> <li>Explore physical and human features of different European countries</li> </ul>	<p><b><u>Stone Age:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Formation of volcanoes</li> <li>Life in volcanic eras</li> <li>Tectonic plates &amp; ring of fire</li> </ul>	<p><b><u>Groovy Greeks:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Mountains in Greece - Pindus Mountain Range</li> <li>Locate different hemispheres</li> <li>Landforms and coastline</li> </ul>	<p><b><u>Ancient Egyptians:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Trade links</li> <li>Human and physical features of the Nile Delta</li> <li>Collect and analyse statistics</li> <li>Journey along the River Nile</li> </ul>	<p><b><u>Significant Women in 21st Century - Map skills:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>6 Figure grid references</li> <li>Lines of latitude, map symbols, contours &amp; scale</li> <li>Orienteering across DBS</li> </ul>
<b>Spring</b>	<p><b><u>Super safari:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Find the equator</li> <li>Key features of Kenya</li> <li>Compare Kenya (or a city in the UK) and Qatar</li> <li>Use compass directions</li> <li>Locate the 7 continents</li> </ul>	<p><b><u>Rainforest:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Find equator and poles using a map or atlas</li> <li>Human &amp; physical features</li> <li>How to protect the rainforest</li> <li>Compare desert to rainforest</li> </ul>	<p><b><u>Choccywoccydoodah:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Pod to product</li> <li>Where and how cocoa beans grow</li> <li>Cocoa farmer comparisons</li> </ul>	<p><b><u>Raiders or Traders:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Locating Scandinavia</li> <li>Physical features (fjords)</li> <li>Compare Scandinavia and Qatar</li> </ul>	<p><b><u>Space:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Time zones</li> <li>Topographical features &amp; land-use</li> <li>Reasons for changes in locations</li> </ul>	<p><b><u>World War 1:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Identify countries that took part in WW1 on a map</li> <li>Human and physical geography of the Commonwealth</li> <li>Trade links - the sun never set on the British Empire?</li> </ul>
<b>Summer</b>	<p><b><u>Lets get travelling:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Name cities in the UK</li> <li>Describe their locality</li> <li>Make a simple map</li> <li>Make and follow maps</li> <li>Study aerial views of school</li> </ul>	<p><b><u>Life in a city:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Compare Doha &amp; Edinburgh</li> <li>Four points of a compass</li> <li>Use simple grid references</li> <li>Identify features and landmarks</li> </ul>	<p><b><u>Romans:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Physical &amp; human features of Italy</li> <li>Landmarks and culture in Italy</li> <li>Comparison between Qatar and Italy</li> </ul>	<p><b><u>What a Wonderful world:</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Longitude and Latitude</li> <li>Global warming &amp; climate change</li> <li>Coral Bleaching</li> <li>World Environment Day (5th June)</li> </ul>	<p><b><u>Africa</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Countries in Africa</li> <li>Many countries have influenced Africa over time during the colonization era</li> <li>Why is Africa viewed as a continent in need of help?</li> </ul>	<p><b><u>Mayans: South America</u></b> <b>What will be assessed?</b></p> <ul style="list-style-type: none"> <li>Identify the different countries in South America</li> <li>Climate/ seasons</li> <li>Cross sectional diagrams of the Andes Mountain range</li> <li>Trade links</li> </ul>



	Locational & Place Knowledge	Human & Physical Geography	Fieldwork
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Name and locate the four countries making up the British Isles, with their capital cities.</li> <li>Name the surrounding seas of the United Kingdom.</li> <li>Talk about the main features of each of the four countries that make up the United Kingdom.</li> <li>Recognise similarities and differences of geographical features in my own immediate environment.</li> <li>Compare Qatar with a contrasting place in the UK.</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</li> <li>Comparing and Contrasting a farm with the seaside.</li> <li>Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</li> <li>Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</li> <li>Use aerial images to recognise landmarks and basic physical features.</li> <li>Use simple fieldwork to observe, measure and record the human and physical features in the local area.</li> <li>Use a simple key to recognise physical or human features on a map.</li> <li>Create a simple map of my local environment.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Locate and name the continents on a World Map and label the five oceans.</li> <li>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Compare a local City/town in England with a contrasting city in a different country.</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</li> <li>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</li> <li>Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</li> <li>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Learn and use the four points of a compass to describe the location of features on a map.</li> <li>Use locational and directional language such as: near, far, left, right to describe the location of features on a map.</li> <li>Devise a simple map, and use and construct basic symbols in a key.</li> <li>Use simple grid references? (A1, B1)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Locate and name the continents on a World Map.</li> <li>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>Name and locate some countries of Europe.</li> <li>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</li> <li>Identify the main physical and human characteristics of the countries of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country.</li> <li>Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>Use locational and directional language such as: near, far, left, right to describe the location of features on a map.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</li> <li>Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> <li>Create maps of locations identifying some features using a key.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Europe.</li> <li>Name, locate and describe some of the features of: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</li> <li>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.</li> <li>Describe key aspects of human geography including settlements and land use?</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</li> <li>Create maps of locations identifying some features using a key.</li> </ul>



	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries? Can I describe how the locality of the school has changed over time?</li> </ul>		
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Explain how locations around the world are changing and explain some of the reasons for change.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Begin to identify and describe how the physical features affect the human activity within a location.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>Use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in different ways.</li> <li>Talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</li> <li>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world (CLOCC) and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of South America.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Explain and discuss a range of reasons for geographical similarities and differences between countries.</li> <li>Explain how locations around the world are changing and explain some of the reasons for change.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Look at maps on different scales and calculate scales on own maps.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</li> <li>Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</li> <li>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</li> </ul>