

Geography Curriculum Overview – 2021 / 2022

Early Years

Age Bands	Area of Learning	Geography Learning Pathway		What does progression look like?
3-4 Years	Mathematics	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>		<p>Children use spatial words in play – in, on, under, up, down, besides, between. They can recall <i>simple routes (journey to park/shops) and order the things they see on the way.</i></p> <p><i>Children can build working train tracks and water channels.</i></p> <p><i>Children are able to talk about what they see.</i></p> <p><i>Children talk and ask questions about their own family and their peers. They understand that families around the world have similarities and differences.</i></p>
	Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p><i>Children can talk about where they live – the road they live on and the city they live in. They observe and talk about where their school setting is, using aerial views they identify well known buildings and open spaces.</i></p>
Reception	Understanding the World	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		<p><i>Children can draw simple maps of their immediate environment and from well known imaginary story settings.</i></p> <p><i>Children explore habitats and places around the world, that contrast to their own – very hot, very cold. They understand that children’s lives in contrasting places have similarities and differences – how they travel to school. What they eat, where they live.</i></p>
ELG	Understanding the World	People, Culture and Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><i>Children understand there are four seasons, and can talk about how the seasonal changes affect what they do and wear. They observe how animals behave differently as the seasons change.</i></p>
		The Natural World	<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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	

Year 1

Geography	End of Phase Practical Geography Skills KS1	
	Fieldwork	<ul style="list-style-type: none"> • Observe, Identify and describe daily weather patterns. • Use simple fieldwork and observational skills when studying the geography of their school and its grounds. • Identify seasonal and daily weather patterns. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> • Use a range of sources such as simple maps, globes, atlases and images. • Know that symbols mean something on maps. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes.
	Communicate Geographical Information	<ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Draw, speak or write about simple geographical concepts such as what they can see where. • Express views about the environment and can recognise how people sometimes affect the environment. • Create their own simple maps and symbols.
	Direction/Location	<ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) • Follow directions (as yr 1 and inc'. NSEW)
	Representation	<ul style="list-style-type: none"> • Use own symbols on imaginary map. • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.
	Using Maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.
	Style of Maps	<ul style="list-style-type: none"> • Picture maps and globes • Find land/sea on globe.

		<ul style="list-style-type: none"> • Use large scale OS maps. • Use an infant atlas
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Term 1

Geography / History	Weather – to be tracked across the year. What are the 4 seasons and how is the weather different in each?	
	How did the Great Fire Change London? <ul style="list-style-type: none"> • How did the great fire change London? • When and where did the fire start? • Why did it spread so quickly? • How long did it last? • How do we know that the fire happened? • How did people try to put the fire out? 	Geography – Locational Knowledge <ul style="list-style-type: none"> • Can you say the 7 continents of the world? • Can you say the 5 oceans of the world?
		<ul style="list-style-type: none"> • What is the capital city of England? • How did the weather affect the Great Fire of London? • How is London different today because of the Great Fire?

Term 2

Geography	Revisit locational knowledge from Autumn term.
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Term 3

Geography	Comparing Wonford to Ide Physical Geography – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and any other technical geographical vocabulary relevant to the place being studied. Human Geography – city, town, village, factory, farm, house, office, port, harbour, shop and any other geographical vocabulary appropriate to the place being studied. <ul style="list-style-type: none"> • Which of these physical features can you find in Wonford? • Which of these human features can you find in Wonford? • Which of these physical features can you find in Ide? • Which of these human features can you find in Ide? • How are Wonford and Ide similar to each other? • How are Wonford and Ide different from each other?
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Year 2

Geography	End of Phase Practical Geography Skills KS1	
	Fieldwork	<ul style="list-style-type: none"> • Observe, Identify and describe daily weather patterns. • Use simple fieldwork and observational skills when studying the geography of their school and its grounds. • Identify seasonal and daily weather patterns. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> • Use a range of sources such as simple maps, globes, atlases and images. • Know that symbols mean something on maps. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes.
	Communicate Geographical Information	<ul style="list-style-type: none"> • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Draw, speak or write about simple geographical concepts such as what they can see where. • Express views about the environment and can recognise how people sometimes affect the environment. • Create their own simple maps and symbols.
	Direction/Location	<ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) • Follow directions (as yr 1 and inc'. NSEW)
	Representation	<ul style="list-style-type: none"> • Use own symbols on imaginary map. • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.
	Using Maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.
	Style of Maps	<ul style="list-style-type: none"> • Picture maps and globes • Find land/sea on globe. • Use large scale OS maps. • Use an infant atlas

Term 1

Geography / History	Guy Fawkes – why do we celebrate Bonfire Night?	
	Guy Fawkes – Why do we celebrate Bonfire Night	Geography
	<ul style="list-style-type: none"> Who was King at the time? Was he the same religion as Guy Fawkes? Why did the group want to kill the King? What happened to the plotters? Why do we burn straw dummies on bonfires now? 	<ul style="list-style-type: none"> Can you find London on a map of England? What is the capital of England? Can you draw a map of London including a Key? Where are the houses of parliament?
	Locational Knowledge <ul style="list-style-type: none"> Can you Locate the 7 continents of the world on a map? Can you Locate the 5 oceans of the world on a map? Can you show North, South, East and West on a map? Can you name and locate the four countries and capital cities of the UK? Can you locate the UK on a map of the world? Can you locate some other countries on a map of the world? 	

Term 2

Geography	Comparing Exeter, UK and Chiredzi, Zimbabwe
	<p>Revisit Locational Knowledge from Autumn 1</p> <p>Physical Geography– beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and any other technical geographical vocabulary relevant to the place being studied.</p> <p>Human Geography – city, town, village, factory, farm, house, office, port, harbour, shop and any other geographical vocabulary appropriate to the place being studied.</p> <ul style="list-style-type: none"> Which of these physical features can you find in Exeter? Which of these human features can you find in Exeter? Which of these physical features can you find in Chiredzi, Zimbabwe? Which of these human features can you find in Chiredzi, Zimbabwe? How is the geography of Exeter and Chiredzi, Zimbabwe similar to each other? How is the geography of Exeter and Chiredzi, Zimbabwe different from each other?

	<ul style="list-style-type: none"> • Where is Exeter on a map of the world compared to Chiredzi, Zimbabwe? • What is the climate like in Exeter compared to Chiredzi, Zimbabwe? <p>How is the climate of both places affected because of how close they are to the North Pole, South Pole or Equator?</p>
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Term 3

Geography / History	Wynstream Primary – Then and Now	
	<ul style="list-style-type: none"> • How what school like for my ancestors? • What were some of the rules then? • How are some rules different now than they were then? • What are some other things that we know about schools in the past? • How long ago was Wynstream built and what was here before it? • What evidence can we use to find out about the way the school used to be? 	Geography- Skills and fieldwork <ul style="list-style-type: none"> • Can you draw a map of the school and label it using a key? • When we look at an aerial photo of the school what can you see? • What is the same about how our school and neighbourhood look compared to a long time ago? • What is different about how our school and neighbourhood look compared to a long time ago?

Year 3

Geography	End of Phase Practical Geography Skills – LKS2	
	Fieldwork	<ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> Use the eight compass points and recognise some Ordnance Survey symbols on maps. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.
	Communicate Geographical Information	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
	Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map. Use 4 compass points well: Begin to use 8 compass points;
	Representation	<ul style="list-style-type: none"> Use standard symbols. Know why a key is needed. Begin to recognise symbols on an OS map
	Using Maps	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
	Style of Maps	<ul style="list-style-type: none"> Begin to use map sites on internet. Begin to use junior atlases Begin to identify features on aerial/oblique photographs. Use large and medium scale OS maps. Use map sites on internet.

Term 1

Geography / History	Local History Study and Geography Fieldwork			
	Rougemont		Castle	
	Rougemont		Castle	
	<ul style="list-style-type: none">• When was it built?• What important things were happening in Exeter / The UK at the time it was built?• What was the building's original purpose?		<ul style="list-style-type: none">• How does its architecture reflect the time?• Does it exemplify any improvements in building techniques?• Has its purpose changed over time and if so, how?	
Your local history study should also meet the requirements of the NC's Geographical Skills and Fieldwork component.				
<ul style="list-style-type: none">• 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.• 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.				
In conjunction with your local history visit children should observe and record the immediate surroundings of your 'building'. In doing so, all of the above-mentioned skills should be incorporated in an age-appropriate way.				

Term 2

	Physical and Human Geography UK	Physical and Human Geography London
	<ul style="list-style-type: none"> • What is physical geography? • What is human geography? • What are: climate zones, biomes, vegetation belts, rivers, coastlines, cliffs, mountains? • Where in the world is it? (Continent, hemisphere) • What are the Key features of the UK's physical geography? • What are: industries, natural resources, sources of energy, imports, exports? • What are some different types of settlement? • What are the differences between them? • What are the main settlement types in the UK? • What are some things that the UK buys from other countries and what are some things that they sell to other countries? 	<ul style="list-style-type: none"> • What kind of settlement is London? • What are the key features of London's physical geography? • What are the things that London is most known for/ • Why do people visit London? • What kinds of jobs do people have in London? • What are London's most important industries? • What is it like to live in London? <p>How is it the same or different from where you live?</p>

	<ul style="list-style-type: none"> • What kinds of jobs do people do? • What are our main energy sources? <p>What natural resources do we have a lot of?</p>	
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Term 3

Geography	The World	Disaster - Flooding UK
	<ul style="list-style-type: none"> • Revisit KS1 Locational Knowledge (continents, oceans, UK countries and capital cities). <p>What and where are the important countries of North and South America and Europe (including Russia) and what and where are their most important cities?</p>	<ul style="list-style-type: none"> • Why is the UK prone to flooding? • Are human beings causing or exacerbating this problem? • If so, how? • Are we doing anything to solve this problem? • What, if anything, are we doing to protect ourselves from the dangers of flooding?

Year 4

Geography	End of Phase Practical Geography Skills – LKS2	
	Fieldwork	<ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> Use the eight compass points and recognise some Ordnance Survey symbols on maps. Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.
	Communicate Geographical Information	<ul style="list-style-type: none"> Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
	Direction/Location	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map. Use 4 compass points well: Begin to use 8 compass points;
	Representation	<ul style="list-style-type: none"> Use standard symbols. Know why a key is needed. Begin to recognise symbols on an OS map
	Using Maps	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.
	Style of Maps	<ul style="list-style-type: none"> Begin to use map sites on internet. Begin to use junior atlases Begin to identify features on aerial/oblique photographs. Use large and medium scale OS maps. Use map sites on internet.

Term 1

Geography / History	Local History Study and Geography Fieldwork			
	Exeter	Cathedral	Exeter	Cathedral
	<ul style="list-style-type: none">When was it built?What important things were happening in Exeter / UK at the time it was built?What was the building's purpose?		<ul style="list-style-type: none">How does its architecture reflect the time?Does it exemplify any improvements in building techniques?Has its purpose changed over time and if so how?	
	<p>Your local history study should also meet the requirements of the NC's Geographical Skills and Fieldwork component.</p> <ul style="list-style-type: none">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.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. <p>In conjunction with your local history visit children should observe and record the immediate surroundings of your 'building'. In doing so, all of the above-mentioned skills should be incorporated in an age-appropriate way.</p>			

Term 2

Geography	Physical and Human Geography - Iceland	Physical and Human Geography Reykjavik
	<ul style="list-style-type: none"> What is physical geography? (Revisit) What is human geography? (Revisit) What are: climate zones, vegetation belts, rivers, coastlines, cliffs, mountains? (Revisit) Where in the world is it? (Continent, hemisphere) What are the Key features of the Iceland's physical geography? What are: industries, natural resources, sources of energy, imports, exports? (Revisit) What are some different types of settlement? (Revisit) What are the differences between them? (Revisit) What are the main settlement types in the Iceland? 	<ul style="list-style-type: none"> What kind of settlement is Reykjavik? What are the key features of Reykjavik's physical geography? What are the things that Reykjavik is most known for or why do people visit it? What kinds of jobs do people have in Reykjavik? What are Reykjavik's most important industries? What is it like to live in Reykjavik?

	<ul style="list-style-type: none"> • What are some things that Iceland buys from other countries and what are some things that they sell to other countries? • What kinds of jobs do people do? • What are Iceland's main energy sources? • Which are most sustainable? • What natural resources does Iceland have a lot of? 	
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Term 3

Geography	Comparison Reykjavik and London	Disaster Iceland's Volcanoes
	<ul style="list-style-type: none"> • Revisit human geography learning about London and Reykjavik. • What are the benefits and disadvantages to living Reykjavik? • What are the benefits and disadvantages to living in London? • Where would you prefer to live and why? 	<ul style="list-style-type: none"> • What are the different layers that make up the earth, what are they made of and how thick are they? • What is magma made of and where is it formed? • How are tectonic plates like a jigsaw puzzle? • What makes a volcano erupt? • What is lava? • What are the devastating effects of the rocks, ash and pyroclastic clouds produced by volcanos? (Eyjafjallajökull 2010) • Why does Iceland have so many volcanoes? • Has life in Iceland been impacted by the great number of Volcanoes? • Where are some of Iceland's well-known active and dormant volcanos?

Year 5

Geography	End of Phase Practical Geography Skills UKS2	
	Fieldwork	<ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
	Communicate Geographical Information	<ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.(Y6)
	Direction/Location	<ul style="list-style-type: none"> Begin to use 4 figure coordinates to locate features on a map. (Y5) Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. (Y6) Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
	Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map Symbols and use atlas symbols
	Using Maps	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)

		<ul style="list-style-type: none"> • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
	Style of Maps	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.

Term 1

Geography / History	Local History Study and Geography Fieldwork					
	House that		Moved	House that		Moved
	<ul style="list-style-type: none">• When was it built?• What important things were happening in Exeter / UK at the time it was built?• What was the building's purpose?			<ul style="list-style-type: none">• How does its architecture reflect the time?• Does it exemplify any improvements in building techniques?• Has its purpose changed over time and if so how?		
	Your local history study should also meet the requirements of the NC's Geographical Skills and Fieldwork component. <ul style="list-style-type: none">• 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.• 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. In conjunction with your local history visit children should observe and record the immediate surroundings of your 'building'. In doing so, all of the above-mentioned skills should be incorporated in an age-appropriate way.					

Term 2

Geography	Physical and Human Geography of Brazil		Physical and Human Geography of Rio de Janeiro	
	<ul style="list-style-type: none"> • What is physical geography? (Revisit) • What is human geography?? (Revisit) • What are: climate zones, vegetation belts, rivers, coastlines, cliffs, mountains?? (Revisit) • Where in the world is it? (Continent, hemisphere) 		<ul style="list-style-type: none"> • What kind of settlement is Rio? • Ware the key features of Rio's physical geography? • How does the physical geography affect how humans live or what humans do for work or for pleasure? • What are the things that Rio is most known for / why do people visit? 	

	<ul style="list-style-type: none"> • What are the Key features of Brazil's physical geography? • What are: industries, natural resources, sources of energy, imports, exports? (Revisit) • What are some different types of settlement? (Revisit) • What are the differences between them? (Revisit) • What are the main settlement types in Brazil? • What are the advantages and disadvantages to living in a particular settlement type? • Why do countries import some things and export others? • What are some things that Brazil buys from other countries and what are some things that they sell to other countries? • What kinds of jobs do people do? • What are their main energy sources? • Which ones are sustainable? • What natural resources are plentiful and which are in short supply? 	<ul style="list-style-type: none"> • Is Rio culturally diverse and if so how would a visitor to the city know that? • What kinds of jobs do people have in Rio? • What are Rio's most important industries? • Why would someone want to live in Rio? • Why would someone <i>not</i> want to live in Rio? <p>How does physical geography affect how humans live or what humans do for work or pleasure?</p>
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Term 3

Geography	The World	Disaster – Deforestation
	<ul style="list-style-type: none"> • Revisit KS1 Locational Knowledge (continents, oceans, UK countries and capital cities). • Revisit Year 3 Locational Knowledge (What and where are the important countries of North and South America and Europe (including Russia) and what and where are their most important cities?) 	<ul style="list-style-type: none"> • What are the main causes of deforestation in Brazil? (Climate change) • What are the negative impacts of deforestation? • Who is affected by this problem? • Are human beings causing or exacerbating this problem and if so, how? • What is being done to reduce or prevent this from occurring?

	<ul style="list-style-type: none">• What are: lines of latitude, lines of longitude, the equator, the hemispheres, Tropics of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, The Prime Meridian?• What are time zones?• Why do we have day and night?	
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Year 6

Geography	End of Phase Practical Geography Skills UKS2	
	Fieldwork	<ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
	Interpret Sources of Geographical Information	<ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
	Communicate Geographical Information	<ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length. (Y6)
	Direction/Location	<ul style="list-style-type: none"> Begin to use 4 figure coordinates to locate features on a map. (Y5) Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. (Y6) Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
	Representation	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map Symbols and use atlas symbols
	Using Maps	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)

		<ul style="list-style-type: none"> • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
	Style of Maps	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.

Term 1

Geography / History	Local History Study and Geography Fieldwork			
	Princesshay	1950s and Today	Princesshay	1950s and Today
	<ul style="list-style-type: none">• When was it built?• What important things were happening in Exeter / The UK at the time it was built?• What was the building's purpose?		<ul style="list-style-type: none">• How does its architecture reflect the time?• Does it exemplify any improvements in building techniques?• Has its purpose changed over time and if so how?	
	Your local history study should also meet the requirements of the NC's Geographical Skills and Fieldwork component.			
	<ul style="list-style-type: none">• 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.• 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. <p>In conjunction with your local history visit children should observe and record the immediate surroundings of your 'building'. In doing so, all of the above-mentioned skills should be incorporated in an age-appropriate way.</p>			

Term 2

Geography	Physical and Human Geography United States	Physical and Human Geography of San Francisco?
	<ul style="list-style-type: none"> • What is physical geography? (Revisit) • What is human geography?? (Revisit) • What are: climate zones, vegetation belts, rivers, coastlines, cliffs, mountains?? (Revisit) • Where in the world is it? (Continent, hemisphere) 	<ul style="list-style-type: none"> • What kind of settlement is San Francisco? • What are the key features of San Francisco's physical geography? • How does the physical geography affect how humans live or what humans do for work or for pleasure? • What are the things that San Francisco is most known for / why do people visit?

	<ul style="list-style-type: none"> • What are the Key features of the US's physical geography? • What are: industries, natural resources, sources of energy, imports, exports? (Revisit) • What are some different types of settlement? (Revisit) • What are the differences between them? (Revisit) • What are the main settlement types in the US? • What are the advantages and disadvantages to living in a particular settlement type? • Why do countries import some things and export others? • What are some things that the US buys from other countries and what are some things that they sell to other countries? • What kinds of jobs do people do? • What are their main energy sources? • Which ones are sustainable? What natural resources are plentiful, and which are in short supply? 	<ul style="list-style-type: none"> • Is San Francisco culturally diverse and if so, how would a visitor to the city know that? • What kinds of jobs do people have in San Francisco? • What are San Francisco's most important industries? • Why would someone want to live in San Francisco? • Why would someone <i>not</i> want to live in Rio?
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Term 3

Geography	Revision Unit	San Francisco
	Physical and Human Geography of UK	Disaster – Earthquakes
	<ul style="list-style-type: none"> • What is the difference between the British Isles, Great Britain, and the UK? • How is it physically organised into countries, counties, cities etc...? • What are the key features of its physical geography? 	<ul style="list-style-type: none"> • What is an earthquake? • What causes them? • Where do they occur in the world most frequently? • How is their strength measured? • Why are there so many in San Francisco?

	<ul style="list-style-type: none"> • What are its main imports and exports? • What natural resources are plentiful, and which are in short supply? • What are its key industries? • What are its key sources of energy? 	<ul style="list-style-type: none"> • How has life in San Francisco been impacted by the occurrence of earthquakes? • What are human beings doing to protect themselves from the devastating consequences of earthquakes? <p>What do these words mean and what have they got to do with earthquakes: Richter scale, fault, seismograph, tsunami, crust, tectonic plates, epicentre, magnitude?</p>
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