

Geography In The EYFS

Children will explore Geography through Understanding of The World. Throughout our continuous provision for the children, they will have opportunities to explore and actively learn about Geography. Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support progression into year 1 and contribute to the children's readiness for the Key Stage 1 Geography Programme of study.

Each Term we have Big Questions which spark children's interests to find out and explore the world around them. As we read stories from around the world we will go on adventures with the support of google earth, maps and children's own knowledge of places they have travelled and want to learn about.

To support our readiness we will: -

- Learn about our local area Woolmer Green and the surrounding areas when learning about ourselves and where we live by going on local walks.
- Use maps of the world in our continuous provision to locate different continents, oceans and countries. Locating places from the stories we read and the places we have travelled to.
- Create our own maps within story telling.
- Locate where different animals can be found around the world.
- Use Google Earth and Street views to explore different places and compare them to others using language such as similar and different.
- Explore different landmarks around the world as we travel through stories.
- Begin to understand the different features within our local area and other countries we explore, learning new physical and human features language.
- Use directional language when using the bee – bots and
- Discuss the weather daily and compare to other countries.

Reception Overview			
	Autumn	Spring	Summer
Big Questions	What makes me Unique? What is a traditional tale?	What is my favourite animal and why? How can I get there?	What can I grow? Who can help me?
Significant Individuals		David Attenborough Christopher Columbus	
Key Vocabulary in Reception	World, Earth, maps, directional language – left, right, up, down, forward, back, near, far, atlas Location, country, continent, ocean, village, town, city, United Kingdom, weather, London, Woolmer Green, church, road, street, shops, farm, house, flat,		

St. Michael's Geography Overview 2022

Y1		Autumn 2	Spring 2	Summer 2
Topic		St. Michael's School and local area	Town and countryside, the UK and its seas	Weather
National Curriculum objectives		<u>Geographical skills and fieldwork</u> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - To 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. - To 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.	<u>Locational knowledge</u> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and physical geography</u> - To 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. <u>Geographical skills and fieldwork</u> - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	<u>Locational knowledge</u> - name and locate the world's seven continents (and five oceans). <u>Place knowledge</u> - To understand geographical similarities and differences through studying the human and physical geography (of a small area) of the United Kingdom, and (of a small area in) a contrasting non-European country. <u>Human and physical geography</u> - 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 (cross-curricular with Science each half-term) - To 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. <u>Geographical skills and fieldwork</u> - Use world maps, atlases and globes to identify the United Kingdom (and its countries), as well as the countries, continents and oceans studied at this key stage

Whole unit (revisited vocab), (new vocab), (non-NC vocab)	Expected outcomes	To understand the variety of features that form part of their local area; understand the part people play in developing and changing the area.	To be able to name and locate the UK's capital cities and to know the difference between town and countryside.	- To be able to identify different kinds of weather and what the weather is like in the UK and other parts of the world. - To know it is hot at the equator and cold at the poles.
	Fieldtrips	Walk around the school.	Virtual tour of different places around the UK.	Virtual tour to countries on the equator and the Poles.
	Vocabulary	<i>Where?</i> , local area, <i>address, observe (look), near, far, passport, distance, compass, 4-point, direction, North, East, South, West, plan, aerial view, key, title, label, fieldwork, environment, location, travel, route, transport, direction, position, frequency table, past, present, map symbols, OS (Ordnance Survey) map, village, Woolmer Green, Hertfordshire.</i>	<i>Town, country, countryside</i> , village, <i>city, farm, house</i> , different, similar, <i>UK, United Kingdom</i> , England, <i>Scotland, Wales, Northern Ireland, Europe</i> , seas, oceans, country, <i>continent, capital city, equator, aerial view, birds eye view, journey line, landmarks, distance, transport, travel, castle, harbour, beach, port, housing estate, motorway, Google Earth, London, Edinburgh, Cardiff, Belfast, capital city, landmarks, transport, travel, webcam, route, human, physical, man-made, River Thames.</i>	<i>Weather, the UK, changes</i> , seasons, <i>daily or day-to-day, weather recording, observation (looking), temperature/ thermometer, weather types</i> (sun, rain, thunder, snow, wind etc), months of the year, autumn, winter, spring, summer, <i>affect, weather forecast, weather symbols, weather forecaster, dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heat wave, protect</i> , hot, cold, <i>climate, atlas, globe, Arctic, Jamaica, Equator, world map, North Pole, South Pole, Antarctic, Inuit.</i>
Weekly learning objectives specific to St. Michael' s (progression of skills) key questions		I know where I live, how to write my address and how far I live from my school. (YR) (cross-curricular with literacy). What do we know about where we live? What types of buildings are there? What types of places do we know about? How could we find out more about where we live?	I can understand the differences between a 'town' and the 'countryside'. I can use key words about the town and countryside. What is the countryside like? What is the town like? What is different/the same about these places? What different activities might people do in towns/the countryside?	I can understand what the weather is like in our country. I can look at the weather where we live (cross-curricular with Science). What do you know about the weather already? What have you learnt before? What is our weather like in the UK where we live? When do these weather types happen? Is this a hot or cold type of weather? Do we experience this in the UK?
		I can describe features of our classroom and know what 'aerial view' means. What does the photograph show? What do you notice? Where do you think this photograph was taken?	I can name the countries, capital cities and seas of the UK. I can locate the UK using a map. (YR) What are the main seas that surround the UK? How many countries are there in the UK? What is a capital city and what are they called? What country do we live in? What is our capital city?	I can understand the different seasons in a year. I can describe how the weather can affect us. What types of weather exist? Are these hot or cold types of weather? How does the weather affect our lives, the things we do/activities, clothes we wear, how we travel and how we feel?

		I can locate our school in our local area (YR) (cross-curricular with history). What differences do you notice between the street map and a street view of an area?	I can understand a journey line and know what an aerial view is (Y2). What can you see? What do you notice when looking from above?	I can understand what weather forecasts show. I can use key words to describe the weather. Can you remember our Seasons in the UK? How many Seasons are there? Which season does 'January' belong to? What are weather symbols? Where do we see weather symbols? Who uses weather symbols? Why are weather symbols used? Where can we see different weather forecasts? Why do we need forecasts? Are weather forecasts usually accurate (correct)?
		I can draw an aerial plan of the school. What is fieldwork? What things might we do on a fieldwork walk? What can you see, hear, smell, touch? Why is this place important?	I can identify key features and make notes about the four countries of the UK. What are the similarities and differences between the countries? How many countries of the UK have you been to? What were they like?	I can understand the dangers of weather. How does the weather affect the things we do? What types of weather could be dangerous? Can you think of any 'extreme' types of weather? What damage do you think the weather can do to our surroundings?
		I understand simple compass directions. If we all face this way, which direction are we facing?	I can explain what London is like using key words and build a model of a London landmark. Where is London located? What is a capital city? What other places are nearby? What features and famous buildings/landmarks do you know?	I can understand what hot and cold countries are like. What is our weather like in the UK? Which types of weather are hot and which are cold? What would the weather be like in the Arctic/Jamaica? What would it be like to live there? What clothing would people need to wear? Would you like to live there? How are these climates different?
		I know the route I take to school. (YR). How do you travel to school? Can you say why you travel this way? Which method of transport is the most popular? Which is the least popular? Are there any methods not used?	I can find out about each of the UK's capital cities. What are the capital cities of England, Scotland, Wales and Northern Ireland? Where are they located? What famous buildings/landmarks can you find out about? What other facts do you know?	I can understand what a cold area of the world is like. I can use map skills to locate hot and cold places. Can you name a hot country? Can you name a cold country? Where is the Arctic? Why do you think the Arctic is white? What does this tell us about the weather there?
		I recognise a range of map symbols and understand what they are for. What are map symbols? Where would you find map symbols? Can you describe or draw any you have seen? Why do you think we use map symbols? Do you recognise any symbols?		

Y2		Autumn 1	Spring 2	Summer 2
Topic		China: Home and Away	Local area, UK, maps, atlases	Continents and Oceans
National Curriculum objectives		<u>Place knowledge</u> - To 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. - To use world maps, atlases and globes to identify the countries studied at this key stage	<u>Locational knowledge</u> - Name and locate the world's 7 continents and 5 oceans. <u>Human and physical geography</u> - To 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. <u>Geographical skills and fieldwork</u> - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - To 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. - To 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. - To 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.	<u>Locational knowledge</u> - Name and locate the world's 7 continents and 5 oceans. <u>Human and physical geography</u> - To 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. <u>Geographical skills and fieldwork</u> - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - To 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. - To 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. - To 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.

Whole unit	Expected outcomes	- Understand where China is located in the world and find China on a world map or globe. - Draw a map of China and locate the capital city, some main cities and oceans. - Understand what some aspects of Chinese life are like. - Compare key features of the capital city, Beijing with another capital city, London. - Describe the differences and similarities between schools in China and the UK. - Begin to understand what 'culture' means and begin to describe aspects of their own culture. - Begin to understand some of the types of farming in China, particularly how rice is grown. - Use an atlas to locate accurately places and landmarks in China. - To ask geographical questions– Where is it? What is this place like? How near/far is it?	- Name different types of maps and explain some key features of maps. - Draw a simple sketch map of the school and local area. - Name the four points of a compass. - Plan a simple route around the local area using key vocabulary. - Identify map symbols. - Use an atlas to locate the four countries of the UK, capital cities and other key places. - Use an atlas to locate the seven continents of the world. - Use an atlas to locate the five major oceans of the world. - Use aerial photographs to 'view from above' and recognise basic human and physical features - Ask geographical questions – Where is it? What is this place like? How near/far is it?	- Understand that the world is spherical. - Name the seven continents and five oceans of the world correctly. - Use an atlas to accurately locate the continents and oceans of the world. - Locate continents, oceans including their own continent and country using a world map - Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. - Locate hot and cold areas of the world. - Use and follow simple compass directions (NESW). - Follow routes on a map. - Use aerial photographs and satellite images to recognise basic human and physical features - To ask geographical questions - Where is it? What is this place like? How near/far is it?
	Fieldtrips	Virtual tour of London Virtual tour of Beijing	School and School grounds	Whipsnade Zoo (Science)
	Vocabulary	<i>China, Asia, Beijing, Shanghai, continent, country, oceans/seas, provinces, People's Republic of China, freehand map, currency (yuan), population (people), weather, climate, Mandarin, Chinese New Year, farming, producer, export, landmark, capital city, London, similarities, differences, compare, traffic/ transport, pollution, smog, tourists, webcam, observe, city, urban, rural, school, culture, traditions, festivals, celebrations, dragon, debt, symbol, farming, crops, materials, goods, foods, produce, producer, consume, agriculture, livestock, export, rural, vegetation.</i>	<i>sketch map, key, title, compass rose, direction, map symbols, compass, direction, route, local area, near/far, distance, time, transport, symbols, atlas, index, page numbers, contents, human, physical, continent, country, capital city, cartographer, continent, ocean, countries. aerial view, bird's eye view, ground level view, above, perspective, plan, key, labels, title, colour code, satellite, senses, man-made, natural, sea, ocean, water, mass, salt water</i>	<i>World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere, world, population, country, globe, world map, journey line, route, travel, sphere, compass, compass directions: North, East, South, West, hot, cold, climate zones, weather, cold/polar, temperate, warm, tropical, adapt, habitats, European, France, Paris, capital city, region, evaluate, senses, cuisine, aerial view, bird's eye view, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop.</i>

Weekly learning objectives specific to St. Michael's (progression of skills), key questions		I can locate China on a world map. Where is China? What do I already know about China? Is the Union Jack flag different or similar? Can you find the capital city? Can you find Yangtze river? Can you find a city in the North of China? Which cities are on the coast? Can you name an ocean near to China? Can you name 2 countries which border China?	I can draw a simple sketch map. (Y1) What do I know already? What is a map? Can you name two types of maps? Can you name two key features of a map? Can you draw two map symbols and say what they show? (Y1) What are the four points of a compass? (Y1) What does 'aerial view' mean? (Y1) Can you name some of the main oceans of the world? Can you spot the differences between the different kinds of map?	To name and locate the world's seven continents and five oceans. I can name and locate the continents and oceans of the world. What is a continent? Can you name any continents of the world? What continent is the UK in? Can you name any of the main oceans of the world? Countries are hotter that are near the ____? Can you find the North and South Pole and The Equator?
		I can draw a simple map. I can understand what life is like for people in China. Where would you like to live in China? Do you like Chinese food? What was your favourite thing your found out (about China) today? What would you like to find out more about?	I can use compass directions to move around a map. I can plan a route in the local area. What can you remember about compass directions? (Y1) What are the four points of a compass? (Y1) What do we use a compass for? Who might use a compass? What is a route? (Y1) What routes do you take? Are these routes near or far? Why do people plan a route?	I can locate continents, countries and oceans of the world accurately. I can understand key features of the continents of the world. Can you remember which countries are part of the UK? (Y1) Many famous landmarks can be found in Europe/Asia/ Australasia/ Africa/ North America/ South America/ Antarctica. Where are they located?
		I can compare what life is like in different countries (China and the UK). What is a capital city? (Y1) What is the capital city of England? (Y1) What do you know about London? (Y1) Has anyone visited London? (Y1) What is the capital city of China? Where can it be found (located) in China? How is Beijing similar or different to London? What types of transport are there in London? (Y1) What is a landmark? (Y1) Does London have any gardens or parks? (Y1) Are there gardens or parks near where you live? Why do you think the stadium was called the 'Bird's Nest'?	I can draw a simple sketch map. I can use an atlas to find places in the UK. What are map symbols? (Y1) Why do we use map symbols? What other symbols do we use in our everyday environment? What can we say about an atlas? What do we use an atlas for? When might you use an atlas?	I can understand how a journey can be made around the world. I know what a journey line is. (Y1) How could people journey across the world? What shape is the world? What is a journey line?

		I can ask questions to find out what places are like. I can compare school life in China (Beijing) and The UK (my own school). What questions would you like to ask about this place? What is school life like in Beijing? What is a city like? What does urban mean? What might children in China think of our school? Where would you prefer to go to school? Why?	I can use an atlas to find places in the UK. I can use an atlas to find places around the world. How do we use an atlas? How is an index arranged? What countries are in the UK? (Y1) How could we find a map of the world in an atlas? How could we find a major ocean in an atlas?	I can understand the location of hot and cold countries around the world. Can you name a country, continent or ocean in the Northern or Southern Hemisphere? What is the difference between weather and climate? Can you draw on a map, the equator, label the continents, countries and oceans? Where do animals live? (Y2 science)
		I can understand what Chinese culture is like. What is culture? How might things in your culture be the same or different to Chinese culture?	I can understand what an aerial view is. (Y1) I can observe aerial photographs of the local area. What is an aerial view? Why might the term 'bird's-eye view' be used? How is an aerial view different from how we see things usually?	I can locate the continent we live in and describe some of the key features. (KS2 French) Can you find Europe? Where is France? Do you know the capital city of France? What are the other main cities or regions? Can you think of any French words? Can you think of any French foods? Can you say your global address?
		I can understand the different types of farming in China. What is farming? What are 'goods'? What does produce mean? What types of crops/materials are farmed in the UK? What types of foods/materials/goods do you think China produces?	I can use key words to explain human and physical features. I can name and locate the world's five main oceans. Can you match the key word with the meaning (definition). Which words are 'human' (man-made) and which are 'physical' (natural) geography? What is an ocean? What is the difference between a sea and an ocean? Can you name any of the world's major oceans? How is an ocean or sea shown on a map? How many oceans are there in the world? Which is the largest ocean? Which is the smallest ocean? Which ocean surrounds Antarctica? Which ocean is the furthest North? Which ocean can be found between North America and Africa? Which ocean can be found between North America and Asia? What is the other name for the Antarctic Ocean?	I can observe aerial photographs. What is an aerial view? How is an aerial photograph different from a forward-facing photograph, or a side facing photograph? What is a continent? Can you name the continents of the world? Which continent is the UK in? Can you name the main oceans of the world? Hotter countries are closer to the _____?

Y3		Autumn 2	Spring 2	Summer 2
Topic		Climate Change	The UK History link: Roman Britain	Land Use Art link: route to school
National Curriculum objectives		Human and physical geography - Describe and Understand key aspects of physical geography including climate zones and biomes. Geographical skills and fieldwork - Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.	Locational knowledge - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountain and rivers) Human and physical geography - Human Geography including types of Settlements Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass to build their knowledge of the UK - Cross-curricular History: Roman Britain. Countries and Counties in the UK, Settlements, Rivers and Mountains within the UK	Human and physical geography - Human Geography including types of Land Use Geographical skills and fieldwork - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 4 figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom - Use fieldwork to observe, measure record and present the human features in the local area using a range of methods, including sketch maps, plans and digital technologies - Cross-curricular Art: Art Journeys.
Whole unit	Expected outcomes	- To understand what Climate Change is - To know what causes Climate Change and the impact that it has on planet Earth. - To understand that everyone has a responsibility to act against Climate Change - To think of ways humans can change their behaviour	- To know which countries make up the United Kingdom, their capital cities and the seas which surround. - To locate Hertfordshire on a map and discuss human and physical geography aspects. - To understand the development of London over time.	- To use a key, contents and index to read a map/atlas. - Can identify human and physical geography features in the local area. - Is beginning to use 4 grid reference points
	Fieldtrips		Potential visits to River Mimram/Roman Baths Verulamium and River Ver	Visit of Woolmer Green Village – Looking at Human and Physical geography aspects

Weekly learning objectives specific to St. Michael's (progression of skills) key questions	Vocabulary	<i>Climate Change, Ozone Layer, Greenhouse Gases, Carbon Dioxide, Recycling, Reduce, Reuse, Recycle, Ocean Conservation, Plastic Pollution, Coral Reef Bleaching, Heat, Carbon Footprint, Ice Caps, Melting, Sea Levels, Diets, Plants, Vegetables, Plant Based, Transport, Emissions,</i>	Countries, cities, England, Wales, Scotland, Northern Ireland, United Kingdom, Great Britain, London, Belfast, Cardiff, Edinburgh, atlases, North, South, East, West, North East, South East, South West, North West, Irish Sea, English Channel, North Sea, Atlantic Ocean, River Thames, <i>River Severn, River Trent, River Bann, River Tay, County Councils,</i> Hertfordshire, hills, mountains, topographical map, legend, range, peak, height, <i>Greater London, M25, City of London, Londinium, trading companies, population, growth, immigration, suburbs, Prime Meridian, nation, transport links, migrants.</i>	Sketch maps, landmarks, key, symbol, cartographers, <i>surveying</i> , Ordnance Survey, rural, urban, counties, population, human, physical geography, <i>agriculture, forestry, coastal, freshwater, protected land, topographical maps</i> , compass points, <i>4 and 6 grid references, Easting, Northings.</i>
		Prior Knowledge Review. To understand what climate change is, what causes it and how it effects the planet. Do you know what Climate Change is? Do you know how Climate Change happens? Have you heard the word Greenhouse Gases? Why might it be called greenhouse? What do they have in common?	Prior Knowledge Review. To name the four countries and their cities which make up the UK. Where is the UK? Which countries make up the UK? Which countries make up Great Britain? What are the capital cities? (Roman Invasion of Britain)	Prior Knowledge Review. To discuss features on a map. Sketch a map of the local area. (Art) What is a sketch map? What features are on a sketch map? What landmarks would you include on a sketch map of your local area?
		To investigate Coral Bleaching What have you heard about our oceans? Why do you think this is happening? What effect might the Earth heating up have on our Oceans? What do you think Coral Bleaching means? How will sea life survive? What could be done to reverse these effects?	To name and locate the main rivers and seas in the UK. What surrounds us? Where does a river start? Where does a river end? Why were Roman Settlements next to rivers? Where do rivers go? (Roman Settlements)	Keys and Symbols - to annotate a map of a known area (The School). What does a key on a map do? What makes a good symbol for a map?
		To investigate melting ice and rising sea levels. Following from last lesson what do we know about Oceans? If the sea is heating up what is happening to the ice? Which will have a more devastating effect...sea ice or land ice? How do you know? What did you find out during your experiment?	To name and locate some counties in the UK. What is a county? How many counties are there in the UK? What county are we in? What counties are our neighbours? Counties - looking at Hertfordshire (Saxon link)	To investigate land use in Woolmer Green. What is a cartographer? What shall we look for on a tour of the local area?
		Focus on activist – David Attenborough (English) Who is Sir David Attenborough? What does he do for our planet? Why do people think he is an expert in Climate Change? Why would people follow Sir David Attenborough's lead?	To use a map to find areas of high ground in the UK. Where can we find hills and mountains? What is a topographical map? What is it like in the hills? What do people do in the hills and mountains? (Battle of Watling Street—Wroxeter)	To research land use and sketch map in the local area (fieldwork). What buildings might we see? What symbols would we use? How do we annotate the sketch map with our findings?

		To understand how Reduce, Reuse, Recycle could help our planet What is recycling? What do you recycle? Where can you recycle? What objects in the classroom are not recyclable? How do you know? What materials have you noticed can not be recycled? How could we change the planet by reusing? (science)	To explore the growth of London. Where is London? Who built London? How old is London? Who were the first people to live in London? How did London change? Why was it so important in the past? (Looking at Londinium v London)	To use 4-figure grid references. What is an Ordnance Survey map? How do we use grid references to find what we are looking for?
		To learn about the transportation of goods Where do you think your food comes from? Where do you buy it? How do you think it gets to this country? What do you think is worse air travel or sea travel? How could we limit transporting goods?	To describe how the UK has changed over time. Why might a city/town/village change over time? How has the population of the UK changed? What is Immigration? How has daily life changed in the UK? How might life change in the future?	To describe how much of the UK is rural or urban. How is land used in the UK? How can we describe how land is used? Where are England's main urban areas? What is there more of in the UK?
				To explore how land is used for different types of farming. How is land used for farming? How is rural space used? How has agricultural land use changed in the UK?

Y4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		History Ancient Greece: life, achievements and legacy		Our Restless Earth (Plate tectonics, volcanoes, earthquakes, tsunamis)		Rainforests and the Amazon	South America Map skills
National Curriculum objectives		Cross-curricular use for History study of Greece - use atlases, globes and digital/computer mapping to locate countries and describe features studied. Trade and economy. Assess the natural resources of an area through observation. Use maps to help them locate places in the Mediterranean. Match ancient place names to modern ones. Explain how the uneven distribution of natural resources fuels trade. Demonstrate what the evidence tells us about economy and trade links. Explain the economic system of exchange in Ancient Greece. Apply their knowledge of Ancient Greek trade to create a strategy game. Apply their locational knowledge and human geographical knowledge of the Mediterranean to the game.		<u>Locational knowledge</u> Locate the world's countries, concentrating on key physical characteristics Name and locate cities of the United Kingdom, physical characteristics, key topographical features and understand how some of these aspects have changed over time <u>Human and physical geography</u> Physical geography, including: mountains, volcanoes and earthquakes (NB the water cycle is covered Autumn 1 in Year 4 science) Human geography, including: land use, economic activity, the distribution of natural resources including energy and minerals. <u>Geographical skills and fieldwork</u> Use atlases, globes and digital/computer mapping to locate countries and describe features studied. Spring 2: Cross-curricular use for History - use atlases, globes and digital/computer mapping to locate countries and describe features studied		<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America <u>Human and physical geography</u> Physical geography, climate zones, biomes and vegetation belts, rivers. Human geography, types of settlement and land use, economic activity including trade links, and the distribution of natural resources. <u>Geographical skills and fieldwork</u> 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 wider world. (NB species adaptation and habitats covered in Year 4 summer term science)	

		Spring 1 Our Restless Earth	Summer 1 Rainforests and the Amazon	Summer 2 South America / Map skills
Whole unit	Expected outcomes	- Children should be able to name geographical features and phenomena resulting from tectonic plate movement. - They should be able to name and locate specific locations where key features resulting from plate movement may be observed, or where natural disasters have been experienced. - Pupils should be able to explain the positive and negative consequences (human and physical) of living in these regions.	- Children should know what rainforests are and where they are located - They should be able to identify animals, plants and people of the Amazon rainforest and how they adapt to survive in this environment. - Pupils should be able to discuss why rainforests are so important and identify threats to rainforests and possible solutions to these.	- Pupils should be able to locate the continent of South America on a world map, name the countries of South America and know that different parts of the continent have different climates and topography. - They should be able to describe some aspects of the human geography of South America, particularly in relation to trade and tourism. - Pupils should be able to name key differences or similarities between the UK and a specific region of South America and provide a feasible explanation for these.
	Fieldtrips	Rainforest topic – London Zoo Rainforest Explorer Educational Visit Map skills - Royal Geographical Society sessions 4 and 5 using Woolmer Green for mapping. Pupils should visit, identify features/landmarks and consider topography of the local area before developing this as a 3D contour map. Links could also be made with Year 4 Science summer term 2 objectives – our local habitat.		

		Spring 1 Our Restless Earth			Summer 1 Rainforests and the Amazon			Summer 2 South America / Map skills		
	Vocabulary	natural disaster injured homeless <i>core</i> <i>inner core</i> <i>outer core</i> <i>mantle</i> <i>crust</i> <i>throat</i> <i>ash cloud</i> gas <i>molten</i> <i>rock</i> <i>crater</i> <i>main vent</i> <i>secondary vent</i> <i>lava flow</i> <i>volcanic bomb</i> <i>magma chamber</i> <i>dormant</i> <i>active</i> <i>extinct</i> jigsaw collapse sink demolish <i>avalanche</i> <i>tsunami</i> reinforced	<i>seismograph</i> <i>sewage</i> pollution <i>contamination</i> <i>landslide</i> <i>raising/lowering of land</i> <i>liquefaction</i> research information <i>hot spot</i> <i>Ring of Fire</i> continent <i>magnitude</i> <i>casualties</i> <i>hazard</i> <i>eruption</i> scorching hot <i>volcanic ash</i> <i>lava bombs</i> <i>pyroclastic flow</i> <i>mud flow 'lahar'</i> abandoned exclusion <i>engulfed</i> tourist monitor	predict <i>fertile</i> predict vibration shaking engineer resilient horizontal vertical <i>latitude</i> <i>longitude</i> <i>Equator</i> <i>Prime Meridian</i> North Pole South Pole location position point coordinate <i>flooded</i> <i>devastation</i> dumped swept <i>hydroelectric</i> <i>geothermal</i>	crawling cycled dappled shade dark dense destroyed disrupted <i>equatorial</i> <i>eroded</i> extinct flooded <i>humid</i> <i>intense</i> <i>sunlight</i> <i>interconnected</i> <i>littered</i> <i>nutrient poor</i> <i>parasitic</i> rapid <i>regenerated</i> remote secondary shrinking straight <i>sustainable</i> <i>sweltering</i> <i>sybiotic</i> tall <i>tropical</i> <i>unsustainable</i> vast	<i>Amazon Basin</i> <i>Central America</i> Central and West Africa NE Australia SE Asia/Indonesian Islands Brazil Cameroon Colombia Costa Rica Democratic Republic of Congo Indonesia Malaysia Peru Thailand Venezuela Equator <i>Tropic of Cancer</i> <i>Tropic of Capricorn</i>	<i>biome</i> <i>buffer zone</i> <i>canopy</i> <i>carbon cycle</i> <i>clear felling</i> conservation decomposers <i>deforestation</i> <i>ecosystem</i> <i>emergent trees</i> <i>epiphytes</i> <i>food web</i> <i>hunter/gatherer</i> <i>leaching</i> <i>leaf litter</i> national park <i>nutrient cycle</i> <i>parasites</i> <i>photosynthesis</i> <i>consumers</i> <i>producers</i> <i>selective felling</i> <i>shifting cultivation</i> <i>slash and burn</i> <i>sustainable</i> development <i>symbiosis</i> <i>understory</i>	South America continent countries capital city government languages exploration resources <i>trade</i> accessibility climate biome Equator Tropic of Cancer Tropic of Capricorn	<i>diversity</i> beliefs customs tourism education finance <i>interdependence</i> <i>sustainable</i> <i>industry</i> global <i>export</i> <i>import</i>	issues <i>environmental</i> <i>quality</i> community air pollution vehicles waste recycling compost litter <i>derelict</i> planning <i>land use</i> <i>conserve</i> <i>sustain</i> <i>urban</i> <i>rural</i>

		Spring 1	Summer 1	Summer 2
Weekly learning objectives specific to St. Michael's (progression of skills) key questions		Prior knowledge review. Structure of the Earth. Plate margins. Can children recognise that there is rock under all surfaces? Can children list the layers that make up the Earth? Can children create and label a cross-section of the Earth?	Prior knowledge review. Understanding what a rainforest is, the location and characteristics. Can children locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map? Do children know that rainforests lie between the two tropics? Can children name continents and countries that have areas of rainforest?	The countries and cities of South America. Can children locate the continent of South America on a world map? Can children name the countries of South America? Can children identify the countries of South America on a map?
		Location of plates - world continents, countries, cities atlas focus. Can children recognise the relationship between plates and their names and the continents of the world? Can children use an atlas to identify countries and cities and name the tectonic plate(s) upon which they are found?	The structure of a rainforest and what is found at each level. Can children describe what the rainforest is like? Can children name the four layers of vegetation in a rainforest? Can children describe the features of each layer of vegetation and identify animals that live there?	To find out about the climate in South America. Do children know that different parts of the world have different climates? Can children name and locate some of the different climates in South America? Can children describe some of the different climates in South America?
		Volcanoes - location, structure, activity. Do children know why volcanoes erupt? Can children convey their knowledge of volcanoes in a variety of ways? Can children describe volcanoes using geographical and descriptive language?	Rainfall and the water cycle within this environment. Do children know that all the water in the world moves in a continuous cycle? Can children describe the different stages of the water cycle? Can children describe how the water cycle occurs in rainforest areas and how this shapes this environment?	To find out about the human geography of South America. Can children describe the difference between human and physical geography? Can children describe some aspects of the human geography of South America? Can children present their findings in a variety of ways? To find out about trade and industry in South America. Do children know what world trade is? Can children name some of the biggest exports of South America? Can children identify some of the main industries in various South American countries?
		Advantages and disadvantages of living in volcanic regions. Can children explain why some people and animals live near volcanoes? Do children understand that not all volcanic regions are hostile? Can children explain how people, plants and animals adapt to a volcanic environment? (NB these objectives are expanded upon through PHSCE sessions this term – Red Cross resources)	Tribes living in rainforest areas and comparing their lifestyles with our own. Do children know that there are settlements in the rainforest? Can children describe the way of life of traditional tribes? Can children explain how people use the rainforest sustainably to survive?	Comparing and contrasting a location within South America with one in the UK. Can children name a key difference or similarity between the UK and a region of South America's human geography? Can children name a key difference or similarity between the UK and a region of South America's physical geography? Can children provide a feasible explanation of one of these similarities or differences?

		Causes and consequences of earthquakes and tsunamis. Do children know what causes earthquakes? Do children know that some places in the world are more prone to earthquakes than others? Can children use maps to identify areas that are prone to earthquakes? Do children know that a tsunami is caused by movement of tectonic plates? Can children describe the effects of a tsunami? Can children identify areas of high risk on a world map?	Environmental issues within rainforest areas. Do children know that rainforests around the world are under threat? Can children describe reasons why rainforests are destroyed? Can children describe ways in which rainforests can be protected?	OS maps and symbols. 4/6 figure references. How can we use maps to find out about the local area? What is an Ordnance Survey map? How are places, human and physical features represented on OS maps? What symbols are used on OS maps? How can we find places on OS maps?
		Human responses to natural disasters. Do children understand the scale and range of devastation that can occur following a natural disaster? Do children know some of the ways in which aid agencies help after a natural disaster? Can children empathise with those affected by a natural disaster and share their feelings? Do children recognise the way an emergency situation can develop in a range of different settings? Can children understand why and how people around the world prepare for emergencies? Do children know how they, and their family, can be better prepared for an emergency in the home or at school?	The River Amazon - features human and physical. Can children explain why the River Amazon is so important to humans and as a physical feature of the landscape?	Additional information from an OS map - contour lines. Creating 3D maps to show an understanding of topography and map features. What are the definitions of: 'human feature' and 'physical feature'? How are these represented on an Ordnance Survey map? How is land height shown on Ordnance Survey maps? What is a contour line? How can we develop our understanding of contour lines and the features they show?

Y5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		History: Tudors	Mountains	Countries and Cities in Europe	Scandinavia Mapping Skills	History: Industrial Revolution	
National Curriculum objectives		Cross curricular use for History study of Tudor period - use atlases, globes and digital/computer mapping to locate countries and describe physical and human features studied.	<u>Locational Knowledge</u> - Locate the world's countries, concentrating on key physical characteristics - To name and locate counties in the United Kingdom, physical characteristics, key topographical features and understand how some of these aspects have changed over time - in the context of mountains <u>Place Knowledge</u> - To describe and understand physical geography including mountains, rivers and volcanoes - To describe and understand human geography including types of settlement, land use, economic activity and the distribution of natural resources	<u>Locational knowledge</u> - Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on its environmental regions, key physical and human characteristics, countries, and major cities - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <u>Place knowledge</u> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe - Physical geography, including: climate zones, biomes and vegetation belts and rivers. - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources. <u>Geographical skills and fieldwork</u> - 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. <u>Local context</u> - In what way are the concepts covered in Year 4 enhanced through explicit links with Woolmer Green and our surrounding area?		Cross-curricular use for History study of Victorians and the Industrial Revolution - use atlases, globes and digital/computer mapping to locate countries and describe features studied. Maths - statistics	

		Autumn 2	Spring 1	Spring 2
Whole unit	Expected outcomes	- To use Atlases and maps to locate key mountain ranges in the world. - To identify how mountains are formed and the key features of mountains. - To identify mountain climates and to analyse the effects of tourism on mountains both positive and negative.	- To use atlases and maps to locate European countries and capital cities. - To explore the key human and physical characteristics of Europe. - To have an understanding of the similarities and differences between the UK and Scandinavia.	- To have an understanding of the similarities and differences between the UK and Scandinavia. - To be able to locate places on a map using coordinates and to use a key to find out what different map symbols mean. - To 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 by planning a journey. (Y4)To plan a journey and create a map around Woolmer Green.
	Fieldtrips	Use Google earth and Webcams to explore mountain ranges around the world.	Using Google Earth explore Capital Cities and discuss differences and similarities.	To create a map and plan a journey around the local area Mystery Trail - Devise a trail with map co-ordinates and directions. Ask children to try and solve the riddle.
	Vocabulary	Mountain: dome, fold, plateau , volcano, environment, climate, weather, valley, ridge, snow line, tree line , magma, fault line, plate tectonics, contour lines, peak, erosion, valley, summit, foot, slope, outcrop, ridge, environmental impact	Europe, capital city, France, Paris, Spain, Madrid, Italy, Rome, Lisbon, Portugal, Germany, Berlin, continent, Mediterranean, time zone, climate, similarities, differences, physical and human features, similarity, difference, Scandinavia, climate, economy, Denmark, Copenhagen, Sweden, Stockholm, Norway, Oslo, Fjord	Ordnance survey map, compass, sketch map, latitude, longitude, landform, cross section, contour, symbol, key, 6 figure grid references, aerial photo, bearing, birds eye view, cross section, landform, layer colouring, plan, relief

Weekly learning objectives specific to St. Michael's (progression of skills) key questions		Prior knowledge review Y4. Mountain ranges—locate the key mountain ranges of the world. What is a mountain environment? Where are mountain environments found? What is the tallest mountain?	Prior knowledge review Y1, Y2, Y3. To locate Europe on a map and label the countries. How can we find out where places are? How do we find out about places?	To explore some aspects of the human geography of Scandinavia. What is human geography? What are the main aspects of human geography?
		To locate key areas of higher ground within the UK. To use a map to find and describe the key features of mountains. Where are the mountain ranges in the UK? What is the tallest mountain in the UK? Can I use an atlas to complete my own map showing UK mountain ranges?	To explore the physical features of Europe. To choose a physical feature to research. What can we find out about places from different media? Where are the key physical features in Europe? What are the main mountain ranges? What are the main rivers?	To compare and contrast an area in the UK with Scandinavia. How are places similar to, and different from, other places?
		To describe the key features of a mountain range. What features do mountains have? What are the names of the different mountain features?	To know the capital cities of Europe. To research 1 capital city of choice. How are places similar to, and different from, other places? What can we find out about places from different media? Can I name the capital cities in Europe and place them on a map?	To be able to plan a tourist visit to a Scandinavia destination. Where would a tourist like to visit in Scandinavia? What are the places of interest in Scandinavia?
		To describe how different mountains are formed. How are mountains formed? How long ago were mountains formed? How did plate tectonics effect the formation of mountains? How does lava create volcanic mountains? How do fault lines form mountains? How does pressure from magma create dome mountains? How does erosion form dome mountains?	To locate Scandinavian countries and major cities on a world map. Where is Scandinavia? What countries make up Scandinavia? What are the capital cities of the different Scandinavian countries?	Prior knowledge review Y1, Y2, Y4. Revision of Ordnance survey maps and symbols, 4 and 6 figure grid references. What are ordnance survey maps? How do I interpret a map? What do the symbols mean? How does the key help me to understand the map? How can I use 4 and 6 figure grid references to locate places on a map?
		To describe a mountainous climate. How does the weather compare in each of these places? What is the weather like on a mountain? What are the risks of a mountain climate? What is the difference between a weather forecast and a climate?	To explore the climate and weather of Scandinavia. What is the climate like in Scandinavia? What is the difference between the Scandinavian climate and the British climate?	To know the 8 points of a compass. To follow and give directions using the 8 points of a compass. What are the 8 points of a compass? How can I use the 8 points of a compass to give directions?
		To describe how tourism affects mountain regions. What are the effects of tourism on mountains? Why do people visit mountains? How can tourists damage the mountain environment?	To explore the physical features of Scandinavia. What can we find out about places from different media? Where are the key physical features in Scandinavia? What are the main mountain ranges? What are the main rivers?	To plan a journey around the local area using grid references, compass points and an ordnance survey map. How can I use a map of the local area to plan a journey? How will I use my knowledge to plan my journey?

Y6		Autumn 1	Spring 1	Summer 1	Summer 2
Topic			Rivers		North and South America
National Curriculum objectives		Cross curricular use for History study of WWII - use atlases/world map, globes to locate the world's countries of the allies and axis in WWII.	<u>Locational knowledge</u> • Locate the world's countries, concentrating on key physical and human characteristics and countries. • Name and locate some cities of the United Kingdom, physical characteristics, key topographical features (including rivers) and land use patterns understand how some of these aspects have changed over time. • Physical geography, including: rivers. • Human geography, including: types of settlement, land use, economic activity, the distribution of natural resources including energy and minerals. <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes to locate countries and describe features studied. <u>Local context</u> Children use iPads to track the River Mimram from source to sea (Via the River Thames), lesson 1.	Summer 1: Cross-curricular use for History - to explore when and where the remains of the Ancient Maya civilisation were discovered, looking at Mesoamerica on a world map. Summer 2: <u>Locational knowledge</u> • Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and time zones. <u>Place knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America • Describe and understand key aspects of physical geography, including: climate zones. <u>Geographical skills and fieldwork</u> • Use maps, atlases, globes 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. <u>Local context</u> A comparison with the local area and a region of North America.	

Whole unit	Expected outcomes		• Explain that the water cycle keeps going. • Use a legend to find rivers on a map. • Identify the sea a river flows into. • Identify the place in which the source of a river is found. • Compare the length of rivers. • Compare the features of a river at different points along its course. • Explain how meanders form. • Describe how waterfalls are formed. • Identify meanders on a map and photograph. • Sort the ways rivers are used into categories. • Give at least two reasons why dams are built. Identify the advantages and benefits of building a dam. • Identify the disadvantages and risks of building a dam.	• Explain that a continent is a large landmass made up of groups of countries. • Use an atlas to Identify some countries and cities in North America and South America. • Describe physical features of an area of the Americas. • Describe the climate of an area of the Americas. • Describe the human geography of an area of North America. • Explain what latitude is. Identify the equator, tropics and poles on a map. • Explain that coordinates pinpoint a geographical location. • Name some wonders of the Americas and describe some key features. • Identify similarities and differences between a place in North America and where they live. • Identify similarities and differences between the climate of a place in North America and where they live. • Identify similarities and differences between the human geography of a place in North America and where they live.
	Fieldtrips		A visit to the Thames Barrier dam.	A visit to the local area to identify physical and human features.
	Vocabulary		<i>Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth, Tributary, discharge, Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary, Erosion, transportation, deposition, meander, oxbow lake, waterfall, overhang, load, Leisure, industry, conservation, pollution, Dam, reservoir, hydroelectric power, renewable energy.</i>	Continent, country, city, <i>North America</i> , South America, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, <i>Koppen system</i> , Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph, Wonders of the world, ancient, The Great, Pyramid of Giza, <i>The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.</i>

Weekly learning objectives specific to St. Michael's (progression of skills), key questions			Prior learning: Year 1 Seas of the UK. Year 3 Weather. Year 4 Water Cycle. Year 5 mountains (river source in Year 6 Rivers Topic). I can explain the water cycle. I can locate the key rivers of the UK (including the River Mimram that runs locally). Where does water come from? Where does water go to? What are the major rivers of the UK, where do they start (source) and finish (mouth) and what towns do they pass through on their journey?	Prior learning: Recaps some of the work done in Year 4 on South America. I can identify the countries of North and South America. I can identify the capital city of a country. What is a continent? How many countries are there in North America? What is a state? How many states are there in the USA?
		To be able to identify the countries of the Allies and the Axis on a world map (History).	Prior learning: Year 5 mountains (river source in Rivers topic). I can locate the key rivers of the world. What are the major rivers of the world, where do they start (source) and finish (mouth) and which countries do they run through? Can you identify tributaries?	I can use geographical terminology to describe the location and characteristics of a range of places across the Americas. What is meant by physical features of a country? What are longitude and latitude? What are climate zones?
			I can describe the key features of a river system. What are the key features of a river system and can you learn the important vocabulary associated with the features? Can you track these features along its course?	I can describe the climates and biomes of different regions across the Americas. What is meant by climate and biome? What is the difference between weather and climate? What is the correlation between climate and latitude?
			I can describe the key features of a river system. I can use atlases and maps to identify the key features of a river system. Why don't rivers travel in straight lines? What are erosion and deposition? What is an oxbow lake?	I can identify physical and human geographical features of my local area. What is the difference between human and physical geography? What are the physical and human features of my local area?
			I can describe the ways rivers are used. How many different ways are rivers used? How might fishing improve or damage the surrounding area? What are the positive and negative impacts of different river uses?	I can identify similarities and differences in the human and physical geography of my local area and a region of North America. What are the human and physical differences between an area in North America and your local area?
			I can explain the impact of damming rivers. What is a dam? Why might dams be used? Where are dams built? What could be the negative effects of damming?	I can tell you the names and locations of the ancient and new wonders of the world. I can describe the characteristics and significance of a natural wonder of the Americas. What are the seven wonders of the ancient world? What are the New seven wonders of the world?
			I can investigate a real dam – The Thames Barrier in London. What is this particular dam used for? Why is it important? How is it similar to or different from the dams we have looked at?	