



### Locational & Place Knowledge

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Use the local area for exploring both the built and the natural environment.</p> <p>Share opportunities to observe things closely through a variety of means, including magnifiers and photographs.</p> <p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p>	<p>Name and locate the world's 7 continents.</p> <p>Understanding the terms 'continent' and 'sea'.</p> <p>Understand that a world map shows all the countries in the world.</p> <p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Navigate their way around the classroom and school grounds.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and Nepal.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in Nepal, and ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live? Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe.</p> <p>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc). Know and locate the world's oceans.</p>		<p>Identify the continent of Asia, using maps, globes and Google Earth.</p> <p>During study of the Indus Valley/Egypt, study the environmental regions, key physical and human characteristics.</p> <p>Major cities, rivers, lakes and landmarks.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p>	<p>In depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, and coasts.</p> <p>Choose 3 key areas of the UK and look at how land use has changed over time. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate mountains and volcanoes</p>	<p>Identify countries and major cities in Asia e.g. rivers, mountains, capitals, landmarks. - In depth study into a country in Asia, focussing on China, Japan or India. Compare findings to the UK.</p>



### Human & Physical Geography

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Share play maps and small world equipment for children to create their own environments</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p> <p>Introduce vocabulary to enable children to talk about their observations and to ask questions</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'</p> <p>Children know about similarities and differences in relation to places.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Identify the human and physical features of the school environment. Identify seasonal and daily weather patterns in the UK.</p> <p>Rivers – comparison of the River Wensum/Yare to the River Karnali (Nepal). Deserts – characteristics and locations across the world. (including the arctic and Antarctic).</p> <p>Identify the human and physical features of Norwich and Kathmandu (Nepal study).</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Is Norfolk flat? What were settlements like? How did people in Norfolk use the land and how has land use changed today? How did they trade? How is that different today? Physical and human characteristics, countries and major cities in Europe.</p>		<p>Economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water Vocabulary: climate zones, biomes, vegetation belts and the water cycle</p> <p>Using photographs, children to make connections between human and physical characteristics of a country in South Asia.</p> <p>Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South Asia.</p>	<p>Mountains, volcanoes earthquakes /natural disasters (floods, tsunamis). Types of settlement and land use.</p> <p>Locate places in the world where volcanoes occur. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p>	<p>Study of modern land and settlements pre and post war compared to modern day. On a world map, locate the main countries in Europe and Asia and identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>



### Fieldwork

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, and observations.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Fieldwork to develop knowledge and understanding of the school and their local area (School –Great Ellingham/Rocklands -Norfolk). Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork in the local area/close proximity to the school e.g. the road, park, shops.</p> <p>Use the eight points of a compass, symbols and keys (including the use of Ordnance Survey maps) to explain/identify points on a map and build their knowledge of the local area, United Kingdom and the wider world.</p> <p>Use locational language to describe the location of points on a map of the school/local area. (e.g. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key).</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p> <p>During the local area topic, visit the local church. Plan route and look at real map views. Comparison between British climate, vegetation and wildlife compared to South Asia.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>- Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p> <p>During the local area topic, visit the local church. Plan route and look at real map views. Comparison between British climate, vegetation and wildlife compared to South Asia.</p> <p>Use recognised symbols to mark out local areas of interest on own maps.</p> <p>- Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use the following classifications for buildings: Residential, retail, professional/ commercial, industrial and storage, entertainment/ leisure and public authorities.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data</p>	<p>Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses.</p> <p>Collate the data collected and record it using data handling software to produce graphs and charts of the results. - Ask Geographical questions e.g. How is traffic controlled? What are the main problems? - Analyse evidence and draw conclusions - Be aware of own responsibility in the world.</p>