

Eastbrook Primary Geography Curriculum



Intent: A Character and Academics approach

Our geography curriculum is based on the assumption that a pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose.

Geography teaching at Eastbrook Primary School has a wide application to everyday life and character development; teaching children to enjoy learning about the world and to have a better understanding of how people live in different locations.

The aims of teaching geography in our school are:

- to inspire pupils' curiosity to discover more about the world
- to enable children to know about the location of the world's continents, countries, cities, seas and oceans
- to develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- to help children understand how the human and physical features of a place shape its location and can change over time
- to provide opportunities to develop English and mathematics across the curriculum through geography lessons

End Point (Key Stage 4)

The geography curriculum at Eastbrook develops subject knowledge and skills within the wider school 'Character and Academics' approach. We use the study of geography to provide understanding of human and physical impacts on a local and global perspective, coupled with individual and collective behaviour. We use the notion of space and place to ensure our learners become principled, resilient, determined, nuanced individuals who are conscientious problem solvers of the 21st century. The geography curriculum not only teaches the planet of the past and of contemporary times, but more importantly about what it may or may not be like in the future to come. The geography department utilises the relevance for our learners and provides sustainable and open-minded ideals. Our learners are equipped to enquire about the human and physical processes that shape our planet and make predictions based on the current and past processes. Our learners are equipped with literacy, numeracy and graphicacy skills enabling them to analyse and interpret data.

Way Points

By the end of Early Years

Geography is taught in Reception as an integral part of the topic work covered during the year through the Success for All (SfA). We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

By the end of Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world, discovering aspects of both physical and human geography. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

By the end of Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom, within Europe and further afield, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Thus they will have a good understanding of the physical and human aspects of geography they encounter. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Appendices A, B & C show the planned end points for each year group from 1 to 6, broken into IPC Milestones.

Sequencing

The curriculum we have developed is planned and sequenced in a way which is best represented by an ascending spiral. At each point of incline, new knowledge and skills are built upon the previous knowledge and skills taught. All of this is with our planned end points in mind. Our curriculum is joined-up and progressive and not only builds upon what has come before for the children but for what is to come next.

The units selected as part of the route plan from IPC reflect this well. As evidenced within appendix A, objectives are covered comprehensively throughout the mileposts with most included within both years of study. Human and physical geography, for example, is introduced at the very beginning of Year 1 (1.01 Know about the main physical and human features of particular localities) and can be traced all the way through to the final unit of study in Year 6 (3.22 Be able to explain how physical and human processes lead to similarities and differences between places).

Adaptation

Our curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. The most significant factors impacting on pupils' knowledge and skills with regard to our local context are:

- The number of pupils in school with English as an Additional Language (EAL).
- The number of pupils in school with Speech, Language and Communication needs (SLC).
- The number of pupils in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst pupils.
- The variation in cultural experience amongst pupils.

We are addressing these needs in the following ways:

- By ensuring, wherever practicably possible, we link the IPC topics and the high-quality texts being studied in English. Through this approach, our pupils gain greater exposure to geographical content and associated vocabulary.
- Teachers ensure that lessons are practical and engaging. This could be done in many ways including role play, educational visits, using multi-media (including Now>Press>Play technology), fieldwork, guest speakers.
- To enhance Cultural Capital in geography at Eastbrook we teach about famous geographers such as William Morris Davis and the knowledge about physical geography that Sir David Attenborough has shared through his work.

Children will also experience the following:

- Meeting and talking to geography specialists including secondary teachers and University professors.
- Fieldwork to a place of local interest
- Visits to at least one county and city in the UK
- Use of computer software to identify places in the world and understand their key physical and human characteristics
- Use of GPS systems
- Gain an understanding from a business leader regarding the importance of learning about geography and key areas in human geography relating to the economy

Transferable skills and knowledge

Within our geography curriculum we aim to inspire in pupils the **character virtues** of perspective, social intelligence, appreciation, curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Examples of decussating skills and knowledge are listed below.

Knowledge/Skill	Curricular Link
Coordinates and grid references	Maths- geometry
Fieldwork experiences	Maths- handling data
Making measurements and using equipment	Maths- measuring, data handling
Explanation and evaluation	English- writing & speaking and listening
Undertaking and representing research	English- Reading Computing- Using search engines & word processing and presentational software
Mapping skills	History- Locating countries on maps PE- Direction, orienteering (OAA) Art- perspective
Global awareness	PSHE- citizenship PE- Dance English- literature from other countries/cultures
Climate	Maths- reading from scales
Expression of views & debate	English- speaking & listening
The movement of goods and people	History- World Wars

Appendix A – Milestone 1 (Years 1 & 2) End Points

	Knowledge	Skills	Vocabulary
1	<p><u>Locational knowledge:</u></p> <p><u>National Curriculum (NC)</u></p> <p>To know the name and location of the four countries of the UK and the name and characteristics of the capital cities.</p> <p>To know the name and location of the UK’s surrounding seas.</p> <p><u>IPC</u></p> <p>1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context - K</p> <p><u>Place knowledge:</u></p> <p><u>NC</u></p> <p>To know the geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p>	<p><u>Locational knowledge:</u></p> <p><u>National Curriculum (NC)</u></p> <p>To use maps and atlases to identify the UK, capital cities and the seas surrounding the UK.</p> <p><u>IPC</u></p> <p>1.07 Be able to use geographical terms – S</p> <p>1.08 Be able to follow directions – S</p> <p>1.09 Be able to describe the geographical features of the school site and other familiar places - S</p> <p><u>Place knowledge:</u></p> <p><u>NC</u></p> <p>To devise simple maps</p> <p>To use and construct basic symbols in a key</p>	<p>England - London</p> <p>Northern Ireland - Belfast</p> <p>Wales - Cardiff</p> <p>Scotland - Edinburgh</p> <p>North Sea, English Channel, Bristol Chanel, Irish Sea</p> <p>Forest, hill, mountain, sea, river, soil, valley, season and weather.</p> <p>Train track, park, canal, castle, road, path, city</p> <p>Globe, map, atlas</p>

<p><u>IPC</u></p> <p>1.02 Know about similarities and differences between different localities – K</p> <p>1.03 Know about how land and buildings are used in particular localities – K</p> <p>1.04 Know about the weather and climatic conditions on particular localities and how they affect the environment and the lives of people living there - K</p> <p><u>Human and physical:</u></p> <p><u>NC</u></p> <p>To know seasonal and daily weather patterns in the UK.</p> <p><u>IPC</u></p> <p>1.01 Know about the main physical and human features of particular localities - K</p>	<p><u>IPC</u></p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols - S</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country - S</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information – S</p> <p><u>Human and physical:</u></p> <p><u>NC</u></p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key and human physical features of its surrounding environment</p> <p><u>IPC</u></p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways - S</p>	
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<p>2</p>	<p><u>Locational knowledge:</u></p> <p><u>NC</u></p> <p>To know the name, location and characteristics of the four countries of the UK.</p> <p>To know the name and location of the world’s seven continents and five oceans.</p> <p><u>IPC</u></p> <p>1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context - K</p> <p><u>Place knowledge:</u></p> <p><u>NC</u></p> <p>To know the geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p><u>IPC</u></p> <p>1.02 Know about similarities and differences between different localities - K</p> <p>1.03 Know about how land and buildings are used in particular localities - K</p>	<p><u>Locational knowledge:</u></p> <p><u>National Curriculum (NC)</u></p> <p>To use UK and world maps, atlases and globes to identify the UK and the continents and oceans of the world.</p> <p><u>IPC</u></p> <p>1.07 Be able to use geographical terms - S</p> <p>1.08 Be able to follow directions - S</p> <p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To use a compass and locational and directional language to describe the location of features and routes on a map.</p> <p><u>IPC</u></p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols – S</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical</p>	<p>As above.</p> <p>North America, South America, Europe, Asia, Africa, Australia and Antarctica</p> <p>Indian Ocean, Pacific Ocean, Southern Ocean, Artic Ocean and Atlantic Ocean</p> <p>Beach, cliff, coast, ocean, vegetation, town, village, factory, farm, house, office, port, harbour and shop</p> <p>North, South, East and West</p> <p>Locational and directional language e.g. near and far, left and right</p> <p>Aerial photographs</p> <p>Google Earth</p>
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	<p>1.04 Know about the weather and climatic conditions on particular localities and how they affect the environment and the lives of people living there – K</p> <p><u>Human and physical:</u></p> <p><u>NC</u></p> <p>To know the location of hot and cold areas of the world in relation to the equator and the North and South Pole.</p> <p><u>IPC</u></p> <p>Know about the main physical and human features of particular localities - K</p> <p>1.06 Know that people can harm or improve the environment - K</p>	<p>features of the host country and their home country - S</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information - S</p> <p><u>Human and Physical</u></p> <p><u>NC</u></p> <p>To use Aerial photographs and plan perspectives to recognise landmarks, basic human and physical features.</p> <p><u>IPC</u></p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment - S</p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways - S</p>	
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Appendix B – Milestone 2 (Years 3 & 4) End Points

	Knowledge	Skills	Understanding	Vocabulary
3	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the name of cities within the UK.</p> <p>To know the name of counties within the UK</p> <p><u>IPC</u></p> <p>2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there - K</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To use the 8 points of a compass</p> <p>To use maps, atlases or globes: to locate cities within the UK locate counties within the UK</p> <p>to identify the position of the equator, northern and southern hemisphere</p> <p>To begin to match boundaries (e.g. find same boundary of a county on different scale maps).</p> <p>To use some OS symbols on maps to name geographical regions and understand the importance of a key.</p> <p><u>IPC</u></p> <p>2.05 Be able to use geographical terms - S</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the significance of equator, northern and southern hemisphere</p>	<p>Urban</p> <p>Rural</p> <p>Region</p> <p>Country</p> <p>County</p> <p>Equator</p> <p>Northern/Southern Hemisphere</p> <p>Settlement</p> <p>Volcano</p> <p>Lava</p> <p>Magma</p> <p>Eruption</p> <p>Tectonic plates</p> <p>Dormant</p> <p>Extinct</p> <p>Active</p>

<p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To know geographical similarities and differences through the study of human and physical geography of contrasting regions of the UK (including London).</p>	<p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>Follow a route on a map with some accuracy</p> <p>To try to make a map of a short route experiences, with features in current order (not to scale).</p> <p><u>IPC</u></p> <p>2.07 Be able to make simple maps and plans of familiar locations - S</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities - S</p> <p>2.09 - Be able to use secondary sources to obtain geographical information - S</p> <p>2.11 Be able to communicate their geographical knowledge and</p>	<p><u>Place Knowledge</u></p> <p><u>IPC</u></p> <p>2.12 Understand how places fit into a wider geographical context - U</p>	<p>Mountain</p> <p>Contour lines</p> <p>Peak</p> <p>Ridge</p> <p>Compass</p> <p>Boundary</p> <p>Map</p> <p>Ordnance Survey map</p> <p>Key</p> <p>Symbol</p> <p>North, south, east, west, north-west, north-east, south-east, south-west</p> <p>Route</p> <p>Present</p> <p>Measure</p> <p>Observe</p> <p>Record</p> <p>Differences</p>
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<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Types of settlements (counting cars)</p> <p>Volcanoes</p> <p>Mountains</p> <p><u>IPC</u></p> <p>2.01 Know how particular localities have been affected by human activities - K</p> <p>2.02 Know how particular localities have been affected by natural features and processes - K</p> <p>2.03 Know how the nature of particular localities affects the lives of people - K</p>	<p>understand to ask and answer questions about geographical and environmental features - S</p> <p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To 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 (pictogram), and digital technologies:</p> <p><u>IPC</u></p> <p>2.10 Be able to express views on the features of an environment and the way it is being harmed or improved - S</p>	<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Types of settlements (counting cars)</p> <p>Volcanoes</p> <p>Mountains</p> <p><u>IPC</u></p> <p>2.13 Understand that the quality of the environment can be sustained and improved - U</p>	<p>Similarities</p> <p>Compare</p> <p>Contrast</p>
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<p>4</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the name of some of the world’s countries with a focus on Europe inc. Russia.</p> <p>To know the name of major cities of Europe.</p> <p><u>IPC</u></p> <p>2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there - K</p> <p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To know and understand geographical similarities and differences through the study of human and physical geography a region of the UK and a region in a European country</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To use maps, atlases or globes to:</p> <p>Locate the world’s countries with a focus on Europe inc. Russia.</p> <p>Locate major cities of Europe.</p> <p>Identify position of the tropics of cancer and Capricorn.</p> <p>To use 4-figure grid references</p> <p><u>IPC</u></p> <p>2.05 Be able to use geographical terms - S</p> <p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To follow a route on a large scale map</p> <p>To identify features on an aerial photograph or computer map</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the significance of the tropics of cancer and Capricorn.</p> <p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To know and understand geographical similarities and differences through the study of human and physical geography a region of the UK and a region in a European country</p>	<p>As above plus...</p> <p>Russia</p> <p>Major city</p> <p>Tropic of Cancer/Capricorn</p> <p>Water cycle</p> <p>Rivers</p> <p>Condensation</p> <p>Evaporation</p> <p>Precipitation</p> <p>Transportation</p> <p>Erosion</p> <p>River bed</p> <p>Load</p> <p>Deposition</p> <p>River beach</p> <p>River cliff</p> <p>Flow</p> <p>Up-stream</p>
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		<p>To recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>To draw a sketch map from a viewpoint (e.g. forest school/rivers)</p> <p><u>IPC</u></p> <p>2.06 Be able to describe the main geographical features of the area immediately surrounding the school - S</p> <p>2.07 Be able to make simple maps and plans of familiar locations - S</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities - S</p> <p>2.09 - Be able to use secondary sources to obtain geographical information - S</p>	<p><u>IPC</u></p> <p>2.12 Understand how places fit into a wider geographical context - U</p>	<p>Down-stream</p> <p>Tributary confluence</p> <p>Meander</p> <p>Estuary</p> <p>Source</p> <p>Mouth</p> <p>Field Sketch</p> <p>4-figure grid reference</p>
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<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Water cycle</p> <p>Rivers</p> <p>Land use</p> <p><u>IPC</u></p> <p>2.01 Know how particular localities have been affected by human activities - K</p> <p>2.02 Know how particular localities have been affected by natural features and processes - K</p> <p>2.03 Know how the nature of particular localities affects the lives of people - K</p>	<p>2.11 Be able to communicate their geographical knowledge and understand to ask and answer questions about geographical and environmental features - S</p> <p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To 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:</p>	<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Water cycle</p> <p>Rivers</p> <p>Land use</p> <p><u>IPC</u></p> <p>2.13 Understand that the quality of the environment can be sustained and improved - U</p>	
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Appendix C – Milestone 3 (Years 5 & 6) End Points

<p>5</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the name of some of the world’s countries with a focus on North America.</p> <p>To know the name of major cities with a focus on North America.</p> <p><u>IPC</u></p> <p>3.01 Know that the study of geography is concerned with places and environments in the world around them - K</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To locate some of the world’s countries with a focus on North America.</p> <p>To use maps, atlases or globes:</p> <p>To locate major cities with a focus on North America.</p> <p>To identify position of latitude and longitude</p> <p>To identify position of Arctic and Antarctic circle</p> <p>To use 6-figure grid reference</p> <p><u>IPC</u></p> <p>3.16 - Be able to use appropriate geographical vocabulary to describe and interpret their surroundings - S</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the significance of latitude and longitude</p> <p>To know the significance of Arctic and Antarctic circle</p>	<p>As above plus...</p> <p>Latitude</p> <p>Longitude</p> <p>Arctic circle</p> <p>Antarctic circle</p> <p>California</p> <p>State</p> <p>Climate zone</p> <p>6-figure grid reference</p> <p>Political map</p> <p>Thematic map</p> <p>Physical map</p> <p>Earthquake</p> <p>Richter scale</p> <p>Devastation</p> <p>Natural resources</p> <p>Survival</p>
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	<p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To know geographical similarities and differences through the study of human and physical geography a region of a European country and a region in North America</p> <p><u>IPC</u></p>	<p>3.17 Be able to use instruments to make measurements - S</p> <p>3.18 Be able to use appropriate techniques to gather information - S</p> <p>3.21 Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived - S</p> <p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To compare maps with aerial photographs</p> <p>To select a map for a specific purpose (political/physical map)</p> <p>To use atlases to find out other information (e.g. temperature)</p>		<p>Ring of fire</p> <p>Minerals</p> <p>Gas</p> <p>Oil</p> <p>Petrol</p> <p>Energy</p> <p>Coal</p>
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	<p>3.03 Know about similarities and differences between particular localities - K</p> <p>3.05 Know about recent and proposed changes in particular localities - K</p> <p>3.06 - Know about the major geographical features of the host country - K</p> <p>3.08 Know about the major geographical features of the home country - K</p>	<p>To draw a sketch map using symbols and a key</p> <p>To use and recognise OS map symbols regularly</p> <p>To use lines of longitude and latitude on maps</p> <p><u>IPC</u></p> <p>3.13 Be able to use a variety of sources to gather geographical information - S</p> <p>3.14 Be able to collect and record evidence to answer geographical questions - S</p> <p>3.15 Be able to identify geographical patterns and use their knowledge and understanding to explain them - S</p> <p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys - S</p>		
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	<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know geographical similarities and differences through the study of human and physical geography a region of a European country and a region in North America</p> <p>To know and understand key aspects of:</p> <p>Climate zones (temperature, rainfall)</p> <p>Earthquakes</p> <p>Distribution of natural resources including energy, food, minerals and water</p> <p><u>IPC</u></p> <p>3.02 Know about the main physical and human features and environmental issues in particular localities - K</p>	<p>3.20 Be able to use and interpret globes and maps in a variety of scales - S</p> <p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To 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 (line graph), and digital technologies:</p> <p><u>IPC</u></p> <p>3.12 Be able to enquire into geographical factors and their effects on people's lives - S</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places - S</p>	<p><u>Human and physical geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Climate zones (temperature, rainfall)</p> <p>Earthquakes</p> <p>Distribution of natural resources including energy, food, minerals and water</p> <p><u>IPC</u></p> <p>3.25 - Understand how localities are affected by natural features and processes - U</p>	
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	<p>3.04 Know how the features of particular localities influence the nature of human activities within them - K</p> <p>3.11 Know how people affect the environment - K</p>	<p>3.23 Be able to explain how places are linked through movement of goods and people - S</p> <p>3.24 - Be able to communicate their knowledge and understanding of geography in a variety of ways - S</p>	<p>3.26 - Understand how and why people seek to manage and sustain their environment - U</p>	
6	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To know the name of some of the world's countries with a focus on South America.</p> <p>To know the name of major cities with a focus on South America.</p> <p>To know the significance of Greenwich, Meridian including day and night</p>	<p><u>Location Knowledge</u></p> <p><u>NC</u></p> <p>To use maps, atlases, globes or digital/computer mapping to:</p> <p>Locate some of the world's countries with a focus on South America.</p> <p>Locate major cities with a focus on South America.</p>		<p>As above plus...</p> <p>Fairtrade</p> <p>Greenwich time</p> <p>Meridian time</p> <p>Time zone</p> <p>Amazon rainforest</p> <p>Biomes</p>

<p><u>IPC</u></p> <p>3.03 Know about similarities and differences between particular localities - K</p> <p>3.05 Know about recent and proposed changes in particular localities - K</p> <p>3.06 - Know about the major geographical features of the host country - K</p> <p>3.08 Know about the major geographical features of the home country - K</p> <p>3.09 Know about the weather and climatic conditions in their home country and how they affect environment and the lives of people living there - K</p> <p>3.10 Know about the weather and climatic conditions in their host country and how they affect environment and the lives of people living there - K</p>	<p><u>Place Knowledge</u></p> <p><u>NC</u></p> <p>To follow a short route on a OS map.</p> <p>To use a variety of resources to find out data about other places (trade distribution).</p> <p>To draw plans of increasing complexity.</p> <p><u>IPC</u></p> <p>3.13 Be able to use a variety of sources to gather geographical information - S</p> <p>3.14 Be able to collect and record evidence to answer geographical questions - S</p>	<p><u>Place Knowledge</u></p> <p><u>IPC</u></p> <p>3.27 Understand how the geographical features of the host country affect the lives of the people who live there - U</p>	
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<p><u>Human & Physical Geography</u></p> <p><u>NC</u></p> <p>To know and understand key aspects of:</p> <p>Biomes</p> <p>Vegetation belts</p> <p>Economic activity including trade links (local economic activity).</p> <p><u>IPC</u></p> <p>3.02 Know about the main physical and human features and environmental issues in particular localities - K</p> <p>3.04 Know how the features of particular localities influence the</p>	<p>3.15 Be able to identify geographical patterns and use their knowledge and understanding to explain them - S</p> <p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys - S</p> <p><u>Human & Physical Geography</u></p> <p><u>NC</u></p> <p>To 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 (pie chart - digital), and digital technologies:</p> <p><u>IPC</u></p>	<p><u>Human & Physical Geography</u></p> <p><u>IPC</u></p> <p>3.25 - Understand how localities are affected by natural features and processes - U</p> <p>3.26 - Understand how and why people seek to manage and sustain their environment - U</p>	
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	<p>nature of human activities within them - K</p> <p>3.11 Know how people affect the environment - K</p>	<p>3.12 Be able to enquire into geographical factors and their effects on people's lives - S</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places - S</p> <p>3.23 Be able to explain how places are linked through movement of goods and people - S</p> <p>3.24 - Be able to communicate their knowledge and understanding of geography in a variety of ways - S</p>		
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