

Curriculum Intent Statement for Geography

Our School Vision

"We aim to inspire the members of our community to follow God's light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.

In achieving our mission, we can all make a positive contribution to our global society."

"I am the light of the world. If you follow me, you won't have to walk in the darkness, because you will have the light that leads to life." John 8:12

Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children's moral, social, cultural and spiritual development in support of our vision for the Seend School community.

Geography Intent

Geography should give children a real sense of who they are and of their heritage through investigations and enquiries about their local area. By investigating a range of local, national and global places, children develop their knowledge and understanding of the Earth's physical and human features. This will allow them to recognise the world's interdependence, how they fit into that world, their impact on it and consequently their rights and responsibilities to other people and to the environment.

Through high quality teaching, we will develop the following essential characteristics of geographers:

- A genuine interest in the subject and a real sense of curiosity about the world and the diverse nature of the people who live here;
- An excellent knowledge of where places are and of their human and physical features, both in Britain and the wider world;
- A comprehensive understanding of the ways in which places are interdependent and interconnected;

- An extensive geographical vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings, expressing well-balanced opinions about current issues in society and the environment;
- Excellent fieldwork skills;*
- A range of other geographical aptitudes and techniques.**

*KS1: Observation.

KS2: Observation, measurement, recording (sketch maps, plans, graphs and digital technologies).

**KS1: Use and understand maps, atlases, globes and aerial photographs (including keys); make simple maps; use four compass points and locational vocabulary.

KS2: Use maps, atlases, globes and digital/computer mapping; use the eight points of the compass, four-figure grid references; interpret and use keys and symbols (including Ordnance Survey maps); use a wide range of geographical sources to investigate patterns and places.

Geography Implementation

- Teachers plan a two year rolling cycle of investigation-based topics. Some investigations are Geography led and others deliver Geography in a cross curricular context. (*See Geography Curriculum Overview below*)
- From this, teachers plan a cycle of lessons that ensure progression in skills and knowledge and that are suited to mixed age classes. This should be recorded on a **Knowledge Map**.
- **Knowledge Organisers** may be developed with children as way of embedding what has been learnt and which Geographical skills have been practised. These could be used as a method of assessing learning in Geography.
- Lessons will be creative and engaging, using a variety of the best teaching techniques to ensure children's understanding and development as geographers.
- Planning will include elements of whole school learning approaches such as learning powers, growth mindsets, top talking and learning outside the classroom.
- Effective questioning will be planned for in order to deepen children's understanding and to encourage them do develop their own questioning skills.
- Teachers will ensure opportunities for fieldwork, suitable to each age group, are carefully planned and integrated with classroom learning.
- Teachers will explore ways to embed new knowledge in the long term memory and to assess how fully it has been learnt with an aim to developing strategies further in the future (e.g. revisiting, quizzes, floor books, incidental recall opportunities).
- Trips with a geographical focus will be used to enhance children's learning experience when appropriate. Other trips will be explored for incidental geographical outcomes.
- Residential trips in Sycamore and Chestnut Class will be used to enhance geographical learning through the application of knowledge and skills in practical contexts.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan.

Geography Impact

- Teacher assessment, throughout the year, will be formative and ongoing.

- Summative assessment will take place at the end of the year and pupil attainment is recorded on assessment grids and reported to parents.
- Floor books will be used to display children’s learning and to evidence the range of stimulating activities in which pupils have been engaged. Children will be able to access these books to reflect upon their previous learning.
- Anecdotal evidence of the wider impact of the Geography curriculum will be noted and appropriate records kept (e.g. in a worship diary of reflection).
- Delivery of the curriculum and pupil progress is monitored by the subject lead and head teacher, through discussion with pupils using the evidence in the floor books as a starting point.
- The governing body will monitor the school’s progress in developing and implementing the Geography curriculum through the sharing of floor books, discussion with the subject leader and head, link governor visits, pupil voice and the sharing of end of year data.
- This policy will be routinely reviewed every two years.

Geography Curriculum Overview:

Thinking Skills Progression (across both Cycles)

Recognise	<i>Name and point out who or what something is</i>
Identify	<i>Distinguish something or someone from others that may be similar</i>
Describe	<i>‘Say what you see’. Give an account in words of something or someone</i>
Observe	<i>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</i>
Select	<i>Decide upon and choose that information considered most suitable or relevant to answer a question</i>
Categorise/ Classify	<i>Arrange information into particular groups according to shared qualities or characteristics</i>
Sequence	<i>Place a set of related events or things that follow each other into an order</i>
Compare/ contrast	<i>Find similarities and differences</i>
Recall	<i>Remember and recount something learned or experienced</i>

Lower KS2

Reason/ speculate:	<i>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing</i>
Summarise	<i>Outline or sum up briefly the main points about something</i>
Synthesise	<i>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something</i>
Explain	<i>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above)</i>

Upper KS2

Informed conclusion	<i>A knowledgeable summing up of the main points or issues about something</i>
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Reasoned judgement	<i>A personal view or opinion about something supported by factual evidence</i>
Justify	<i>Give reasons to show or prove what you feel to be right or reasonable</i>
Apply	<i>The transfer of knowledge and/or skills learned in one context to a different context</i>
Evaluate	<i>Weigh up and judge the relative importance of something in relation to counter ideas and arguments</i>
Critique	<i>Review and examine something critically particularly to gain an awareness of its limitations as evidence</i>
Hypothesise	<i>Come up with an idea, question or theory that can be investigated to see whether it has any validity</i>

Cycle A

	Enquiries / Knowledge	Geographical Skills & Fieldwork
Holly	<ul style="list-style-type: none"> • Where do we live? Maps • U.K. and African animals – Can you name some African/ British animals? • Compare African setting in <i>Handa's Surprise</i> to Seend – Local walk of Seend – What did we see on our walk that Handa would not have seen on her walk? • Welly walks! • Habitats: oceans – What is an ocean? • What is The Great Barrier Reef? • Pirates! What is a map? (treasure hunt in school grounds) Why were maps so important to pirates? • Locate extinct animals on a world map: What animals used to live on our planet and where? • Animals - Where in the world would you find a ...? • Dinosaurs - Where have fossils been found? What do you think the earth looked like when dinosaurs roamed? How is it different now? 	<p>EYFS Skills and Knowledge:</p> <ul style="list-style-type: none"> • <i>Everyday language of place, location, direction</i> • Children know about similarities and differences in relation to places / habitats • Children talk about the features of their own immediate environment and how environments might vary from one another • Observe seasonal change/weather in Seend • Basic map skills – See Seend, UK, Kenya and Africa on maps • Name and locate some oceans on a world map • Simple recording – sketch maps (treasure maps, map of the school grounds) • Map reading - Follow simple directions / instructions on a map (treasure hunt) • Locate where animals live on a world map To know that some animals live in hot/cold areas of the world – or in an ocean • Make observations of the world (use of photographs, videos) • Ask questions about the world • <i>To know that they live in a country called England (or the UK)</i>

		<ul style="list-style-type: none"> • To begin to recognise the shape of the British Isles on maps (??) • To show awareness that there are different countries • To see countries, oceans and places studied on maps (??) • EYFS? PSHCE link? (litter etc)
<p>Oak</p>	<p>Physical features of Earth: What would an alien space probe discover about our planet?</p> <p>Improving local environment: How could we make our school environment more wildlife friendly and should we? (Science link to Habitats)</p> <p>Knowledge/skills: Location/mapping</p> <ul style="list-style-type: none"> • Name and locate the 7 continents • Name and locate the 5 oceans • Locate the North Pole, South Pole and Equator <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Know the location of hot and cold areas in the world (related to Equator and poles) • Use basic geographical vocabulary to key physical features (eg coast, forest, hill, volcano, mountain, valley, river, sea, ocean, soil, vegetation, season, weather) • Use basic geographical vocabulary to key human features – the Great Wall of China is the only human feature visible from space 	<p>Geographical Skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify -continents and oceans • Use simple compass directions (N,S) • Use simple locational and directional terms • Use aerial (satellite) photos <p>Fieldwork</p> <ul style="list-style-type: none"> • Make observations of physical features in school grounds (trees, hedges, grass, soil, flat land) • Make observations of human features in school grounds (buildings, pond, litter, timber trail, paths, hardstanding) • Survey Oak Class/ school about ring-fencing land for wildlife?
	<p>Human features, UK cities: How do humans change the Earth? (link with Victorian cities in History)</p> <p>Knowledge/ skills: Location/mapping</p> <ul style="list-style-type: none"> • Name and locate the 4 countries of the UK • Recognise some characteristics of the 4 countries of the UK (eg capital cities) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to key physical features (eg forest, hill, river, soil, vegetation) 	<p>Geographical Skills</p> <ul style="list-style-type: none"> • Use maps to identify -the UK and its countries -Seend • What do aerial photos tell us about Seend School and how it has changed? • Recognise a bird's eye view <p>Fieldwork</p> <ul style="list-style-type: none"> • Make observations of human features Seend – the Church and location of first school

	<ul style="list-style-type: none"> Use basic geographical vocabulary to key human features (eg city, town, village, factory, farm, port, harbour, shop, pollution) 	
	<p>Geographical features of islands and characteristics of countries of UK: What is an island? Do we live on an island?</p> <ul style="list-style-type: none"> How many islands make up the UK? (more than 1,000 small islands!) What is the UK? What are the different countries in the UK like? <p>Knowledge/Skills: Location/mapping</p> <ul style="list-style-type: none"> Name and locate the 4 countries of the UK Name some of the surrounding seas Recognise some characteristics of the 4 countries of the UK (eg capital cities) <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily UK weather patterns Use basic geographical vocabulary to key physical features (eg island, coast, forest, hill, mountain, valley, river, sea, ocean, vegetation) Use basic geographical vocabulary to key human features (eg city, town, village, factory, farm, house, office, port, harbour, shop, pollution) 	<p>Geographical Skills</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify -the UK and its countries Use simple compass directions (N,E,S,W) Use simple locational and directional terms Create simple maps of island Use and create simple keys using symbols
<p>Chestnut</p>	<p>Natural disasters: Are all natural disasters natural?</p> <ul style="list-style-type: none"> What do we think a natural disaster is? Do we have natural disasters in the UK? Why do people live near volcanoes? Why do scientists think that we are experiencing more natural disasters than in the past? <p>Knowledge/ skills: Location/mapping</p> <ul style="list-style-type: none"> Locate countries where natural disasters have taken place, physical characteristics linked to physical Geography and natural disasters. Climate. (Specifically – Italy, Greece, Hawaii, Chile and California and Washington in USA. Also revise location of UK). Use maps, atlases, globes and digital/computer mapping to do this. 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use keys and symbols

	<p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> • <i>Compare similarities and differences in physical Geography (leading to natural disasters) in UK, Europe, Americas. (Specifically – volcanoes Vesuvius and Etna in Italy/Sicily, and Mount St Helen’s and Mauna Loa in Washington/Hawaii. Earthquakes in Italy and Greece and Valdivia in Chile in 1960 and in California.)</i> <p><i>Physical geography</i></p> <ul style="list-style-type: none"> • <i>Describe key aspects of volcanoes, earthquakes, avalanches, climate related eg droughts, floods, storms, tornadoes, tsunamis.</i> <p><i>Human Geography</i></p> <ul style="list-style-type: none"> • <i>increased settlement and population growth, land use and exploitation, distribution of some natural resources and how we abuse this, energy issues affecting climate. (Make more specific - eg which aspects of human Geography relate to which specific disasters – after this has been taught).</i> 	
	<p>Physical and human features of the Earth, cultural comparisons and links: How are we connected to our world?</p> <ul style="list-style-type: none"> • <i>What do we mean by “our world”? (global Geography)</i> • <i>Where do we live now? (revise UK, Europe)</i> • <i>How are countries connected to each other? (human Geography, trade, migration, tourism, environmental shared ownership)</i> • <i>Research a country (personal links). What do we want to know about a country?</i> <p>Knowledge/ Skills: <i>Location/mapping</i></p> <ul style="list-style-type: none"> • <i>Locate countries studied using maps, atlases, globes and digital/computer mapping.</i> <p><i>Place Knowledge/Physical/Human Geography</i></p> <ul style="list-style-type: none"> • <i>Identify physical and human features of regions/countries studied in school and at home - using a range of sources (maps, photos, books, personal experience, testimony of others, letters, IT etc)</i> • <i>Compare a region of the UK (Wiltshire? To be confirmed) with a region of a European country (specify)</i> 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Use Ordnance Survey maps</i> • <i>Use keys and symbols</i> • <i>Use the four points of the compass?</i> • <i>Use four-figure grid referenced?</i> <p>Fieldwork: <i>(Collect info about the children’s/school family’s connections to other countries. Avebury trip for History?)</i></p> <ul style="list-style-type: none"> • <i>Observe and measure human features</i> • <i>Use a range of methods to collect and record information eg surveys, questionnaires, graphs, digital technologies</i>

<p>Sycamore</p>	<p>UK and European maps: Where did British children live during WW2? (Linked to History topic on WW2 and evacuation)</p> <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> Locate Europe's countries using maps, atlases, globes and digital/computer mapping Notice that some national borders change over time Name and locate counties and cities of the UK (specify) 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use keys and symbols
	<p>The Water Cycle: Where does our water come from?</p> <p>Local study: Is it easy to stay healthy in Seend?</p> <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> Local area mapping <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Local land use Local economic activity 	<ul style="list-style-type: none"> Geographical Skills: Use maps, aerial photos and digital/computer mapping to locate features in local area Use Ordnance Survey maps Use keys and symbols Use four and six-figure grid referenced Fieldwork: Observe and measure physical features Observe and measure human features Use a range of methods to collect and record information eg surveys, questionnaires Analyse information collected applying appropriate UKS2 thinking skills
	<p>The Brazilian rainforest: What is a rainforest?</p> <ul style="list-style-type: none"> What are the similarities and differences between the UK and Brazil? (Visit a UK wood/ forest to compare to Brazilian forest?) Scotland and Wales have small areas of "Celtic rainforests". this could provide an in-depth study? <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> Identify the position and significance of the Tropics of Cancer and Capricorn <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences between a region of UK and a South American country <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Climate zones, biomes, vegetation belts, rivers, mountains 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use Ordnance Survey maps? Use keys and symbols Use four and six-figure grid referenced <p>Fieldwork: (If you visit a wood)</p> <ul style="list-style-type: none"> Observe and measure physical features Observe and measure human features Use a range of methods to collect and record information eg sketch maps, plans, graphs, digital technologies Analyse information collected applying appropriate UKS2 thinking skills

	<ul style="list-style-type: none"> • <i>Distribution of natural resources (energy, food, minerals, water)</i> 	
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Cycle B

	<i>Enquiries / Knowledge</i>	<i>Geographical Skills & Fieldwork</i>
Holly	<ul style="list-style-type: none"> • Where do we live? Maps • U.K. and African animals – Can you name some African/ British animals? • Compare African setting in <i>Handa's Surprise</i> to Seend – Local walk of Seend – What did we see on our walk that Handa would not have seen on her walk? • Welly walks! • Where is the Arctic and Antarctic? • Where is China? (Chinese New Year) • All Around the World - Invite visitors in to talk about their experiences of other countries. Children to talk about their own experiences of other countries – Which countries have you visited? What did you see? • Famous landmarks • Flags • Artefacts from around the world e.g. Russian dolls • What is a bridge? Look at photographs of different bridges from around the world • What is a map? (Jolly Postman's journey) • Minibeasts - Use a map of the school grounds – draw where you found the different minibeasts 	<p>EYFS Skills and Knowledge:</p> <ul style="list-style-type: none"> • <i>Everyday language of place, location, direction</i> • Children know about similarities and differences in relation to places / habitats • They talk about the features of their own immediate environment and how environments might vary from one another • Observe seasonal change/weather in Seend • Basic map skills – locate Seend, UK, the Polar regions and China on maps • Asks questions and makes comments about the world • <i>Locate countries visited by the children on a world map</i> • Make observations of / compare different artefacts from around the world • Simple recording – sketch maps (Jolly Postman's journey) – identify and include natural and manmade features on own maps • Compare UK minibeasts to minibeasts in other countries • Locate / identify different areas on a map of the school grounds (Where did you find your minibeasts?) <p><i>EYFS? PSHCE link? (litter etc)</i></p>
Oak	<p>Annual study to identify seasonal and daily weather patterns: How does weather change across the seasons? – (Science link)</p> <p>Features of Italy: Why do people go to Italy on Holiday today?</p>	<p>Geographical Skills</p> <ul style="list-style-type: none"> • <i>Use world maps, atlases and globes to identify</i> -the UK and its countries -Europe -Mediterranean sea -Italy

	<p>Knowledge/ Skills: <i>Location/mapping</i></p> <ul style="list-style-type: none"> • Name and locate the 7 continents- Europe • Name and locate the 5 oceans <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> • Identify seasonal and daily UK weather patterns (science link) • Use basic geographical vocabulary to key physical features of Italy (eg beach, cliff, coast, forest, hill, mountain, valley, river, sea, ocean, soil, vegetation, season, weather) • Use basic geographical vocabulary to key human features (eg city, town, village, factory, farm, house, office, port, harbour, shop) 	<p>Fieldwork</p> <ul style="list-style-type: none"> • Make observations of the weather in our local area. Record in a table over the year
	<p>Compare area of UK and area of a non-European country: What would you like about living in Japan? (Kyoto area – Hachiman, Sakamoto and/or Takayama?)</p> <p>Local Study: How Wabi Sabi is Seend? (compare to Kyoto area)</p> <p>Knowledge/ Skills: <i>Location/mapping</i></p> <ul style="list-style-type: none"> • Name and locate the 7 continents- Asia • Name and locate the 5 oceans- Indian, Pacific <p><i>Place Knowledge</i></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences by comparing our local area to an area in Japan <p><i>Human and Physical Geography</i></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to key physical features (eg beach, cliff, coast, forest, hill, mountain, valley, river, sea, ocean, soil, vegetation, season, weather) • Use basic geographical vocabulary to key human features (eg city, town, village, factory, farm, house, office, port, harbour, shop, pollution) 	<p>Geographical Skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify <ul style="list-style-type: none"> -the UK and its countries -continents and oceans -Japan • Use simple compass directions (N,E,S,W) • Use simple locational and directional terms • Use aerial photos • Create simple maps of Seend/ walk • Use and create simple keys using symbols- for map above <p>Fieldwork</p> <ul style="list-style-type: none"> • Make observations of physical and human features in Seend (local walks to find parts that we like/ think could be improved)

	<p>Physical features and habitats: Where would we find hot, cold and dry areas of the world? (Science link: where animals inc humans live)</p> <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> Name and locate the 7 continents Name and locate the 5 oceans Locate the North Pole, South Pole and Equator <p>Place Knowledge</p> <ul style="list-style-type: none"> Recognise geographical similarities and differences in climate <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily UK weather patterns Know the location of hot and cold areas in the world (related to Equator and poles) 	<p>Geographical Skills</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify <ul style="list-style-type: none"> -the UK and its countries -continents and oceans -Equator and poles Use simple compass directions (N,E,S,W) <p>Fieldwork</p> <ul style="list-style-type: none"> Make observations of physical and human features in the school grounds (hot, cold, dry, wet areas?)
<p>Chestnut</p>	<p>Our Locality: Enquiry question eg Where do we Live?</p> <ul style="list-style-type: none"> What are counties?(Locate Wiltshire, neighbouring counties and others with significance – Lancashire? Cornwall? Yorkshire? Norfolk? to be confirmed) What is Wiltshire like (Brief)? Which towns, villages, cities are nearest to us? (Revise capitals of UK countries – Edinburgh, Cardiff, Belfast Locate/learn some other major UK cities – (Birmingham, Manchester, Norwich, York, Newcastle, Glasgow – to be confirmed) Focus in on Seend and the canal: <p>Knowledge/ Skills: Location/mapping:</p> <ul style="list-style-type: none"> To know what a county is and locate Wiltshire, neighbouring counties and some others on a map. Locate Seend, Melksham, Devizes, Avebury, Chippenham, Trowbridge, Bath, Salisbury and Bristol on a map and know whether some of them are villages, towns or cities) Locate/learn capitals of UK countries – Edinburgh, Cardiff, Belfast Locate/learn some other major UK cities – Birmingham, Manchester, Norwich, York, Newcastle, Glasgow – to be confirmed 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> Use maps, atlases and digital/computer mapping to locate places in the local area Use Ordnance Survey maps Use keys and symbols Use the four points of the compass Use four-figure grid referenced <p>Fieldwork</p> <ul style="list-style-type: none"> Explore Seend and the canal to identify physical and Human features (including soil) Use Ordnance survey maps “in the field” to look at the canal and features of Seend (eg How does it show that Seend is on a hill?) Write to Parish Council/ Canal trust to acquire development plans. Possibly conduct survey of interest groups regarding local developments – to be confirmed. Braeside Visit: Devizes

	<ul style="list-style-type: none"> • Focus on using an ordnance survey map to look at features of Seend and the immediate area. <p><i>Physical Geography</i></p> <ul style="list-style-type: none"> • Know that Seend is built on a greensand ridge. • Recognise physical features of Seend and Wiltshire (link to Year A topic on world connection). <p><i>Human Geography</i></p> <ul style="list-style-type: none"> • Identify human features of Seend with focus on the Canal. • Recognise changes in Human features over time (canal use). • Understand what a Parish Plan is and explore proposals. 	
Sycamore	<p>Where did the Tudor explorers go and how did they know where they were? (Linked to Tudor exploration/ navigation)</p> <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude and longitude • Identify the position and significance of the Tropics of Cancer and Capricorn • Identify the position and significance of the Arctic and Antarctic Circle • Prime/Greenwich Meridian 	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes to locate places studied • Use keys and symbols • Use the eight points of the compass • Use four and six-figure grid referenced
	<p>How is the western world connected to China?</p> <p>Knowledge/ Skills: Location/mapping</p> <ul style="list-style-type: none"> • Time zones (including day and night) <p><i>Human and Physical Geography:</i></p> <ul style="list-style-type: none"> • Types of settlement and land use • Economic activity and trade links • Distribution of natural resources (energy, food, minerals, water) 	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use keys and symbols
	<p>Features of Greece/ European Countries: What are the physical and human features of Greece? How is it similar to and different from the UK? (focus on the coasts?)</p> <p>Knowledge/ Skills: Place Knowledge:</p>	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use keys and symbols • Use the eight points of the compass <p>Fieldwork: School Journey: Croft Farm (specify skills)</p>

	<ul style="list-style-type: none">• <i>Understand geographical similarities and differences between a region of UK and European country</i> <p><i>Human and Physical Geography:</i></p> <ul style="list-style-type: none">• <i>Types of settlement and land use (link to the coast and tourism?)</i>	
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