Bryn Offa CE Primary School

Geography Curriculum Map

The high-quality geography education at Bryn Offa will inspire pupils, to build upon their natural curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils will learn about climate change and the finite resources that are available on the planet, the responsibility that they have to take care of Planet Earth, including physical and human features, people, flora and fauna.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

In addition we aim to ensure that all pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1

Locational Knowledge

Pupils should be taught to:

- name and locate the world’s seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught 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.

Human and Physical Geography

Pupils should be taught to:

- 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; • 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.

Geographical Skills and Fieldwork

Pupils should be taught 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;
- 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;
- 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;
- 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.

Key Stage 2

Locational Knowledge

Pupils should be taught to:

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 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.

Class 1			
	Autumn	**Spring**	**Summer**
Cycle A Even academic years i.e. 2018, 2020	**What it's like Around our School?** 1. Where Do I Live? 2. Our Classroom 3. Where Is Our School? 4. Fieldwork Around Our School 5. How Do You Get to School? 6. Marvellous Map Symbols to develop & follow directional language	**Polar Regions** 1. Where is the arctic and ant artic? What is it like there? 2. Does anything grow there? 3. Identify different animals that live in the North and South Pole 4. Do any people live in the Arctic or ant artic?	**Farming** 1. To explore what farms are and why they are important. Children will find out what a farm actually is before looking at some of the different types of farms, namely arable, livestock and dairy. They will explore what happens on each type of farm and consider why farms are so important. **2.** To explore the features of a farm. Children will identify why farms are found in rural as opposed to urban areas. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office, and think about how the land around the farm is used for pasture and crops. Children will use appropriate vocabulary to discuss each feature, identifying what each is used for. 3. To be able to use a map and symbols to navigate around a farm. Children will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. They can also construct their own farm map. 4 To explore how the seasons affect life on a farm. Children will identify the four seasons of the year and identify their features. They will explore and describe what typically happens on a farm during each of the four season in terms of animal and crop care. 5. To explore the differences between life on a farm and life in a town. Children will identify the difference between urban and rural areas. They will use what they have found out to describe what a farm is like to a city dweller before thinking about ways in which towns and farms are different to each other in terms of both their human and physical features.

Cycle B

Odd academic years i.e. 2019, 2021

Our School and Local Area

(Based upon Rosie's Walk by Pat Hutchins)

1 Rosie's first walk

To give and follow directions/instructions; to record directions/instructions as a simple route.

2 Rosie's second walk

To plan a route for Rosie to journey around the school

3 Rosie's questions

To refer to Rosie's route to identify locations in her questions.

4 I-Spy!

To refer to Rosie's route to identify locations in her questions.

5 Travel to school survey

To create a simple block graph to show results of a travel to school survey; think about local travel options; road safety.

6 Traffic survey

- Conduct a simple traffic survey to reply to Rosie's friend.
- Draw conclusions from traffic survey.

Houses and Homes

1. My Home, key features and what is it made from.
2. Where is it?
3. Different types of houses and homes.
4. Different Building Materials
5. Houses Around the world.
6. Design dream home and landscape

Transport – Where are We Going?

Trains, cars, boats and aeroplanes

What journeys can you make on foot?

What kinds of transport might we find on the road?

Where might we visit by rail?

How can we travel on or under water?

How can we travel through the air?

Where in the world would you like to go and how would you get there?

Emergency vehicles such as ambulances, fire engines, air ambulance helicopters and so on. What do the children know about these vehicles? Why and how are they different to normal vehicles?

Class 2

	Autumn	Spring	Summer
Cycle A Even academic years i.e. 2018, 2020	**Blue Planet** 1. Name and locate the seas that surround the UK and describe differences between salty and fresh water. 2. Name and locate the 5 oceans of the world (100 seas) and understand some of the differences (mainly depth and temperature). Marine habitats can be very different from each other depending on how warm the water is. 3. Which animals live in the different oceans and seas? 4. Pollution, how can we take more care of our oceans? 5. Global warming https://www.theschoolrun.com/homework-help/marine-habitats https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts/	**Sensational Safari** 5. Where is Kenya? 6. Let's Explore 7. National Parks And wonderful wildlife 8. African Animals 9. Marvelous Maasai 10. My Day Your day	**Let's Explore Around our School and the Heritage Area** • Use basic geographical vocabulary to refer to key physical features and human features. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language, e.g. 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. 1 Children playing in the park Explore what they like and dislike about the Heritage Area Describe human and physical features of the Heritage Area. 2 Let's go to the park - field work Visit the local park. Start with a scavenger hunt, use maps, compass points and directional language to explore the grounds 3 Park maps Use aerial photographs/modern maps to identify human and physical features. Create a park map using a symbols, a key and describe features/routes. Make observations about where things are located and describe what places are like. 5. Flora and Fauna of the park 6. Improving the park https://www.muddypuddles.com/blog/best-country-parks/ https://documents.hants.gov.uk/countryside/activities/BotleyThestoryoftheManorFarmfairyfolkbooklet.pdf

Cycle B Odd academic years i.e. 2019, 2021	**Let's Explore the UK** 1. Town and Country 2. Welcome to the UK 3. Up, up and Away (Twinkl) 4. Let's Explore the UK 5. London 6. Compare a non-European City to London	**Weather** 1. What is Weather? To identify daily weather patterns in the context of the weather of the UK. Thermometers 2. How Does the Weather Affect Us? Understand the different seasons in a year. Variety of clothing suitable for hot and cold weather types 3. Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting). Microphones/Tablet devices with recording function 4. Weather Dangers To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. • Research any local 'extreme' weather conditions that may have occurred. 5. Hot and Cold Weather To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.. • Globes • Large World Map (to model hot/cold countries) 6. Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of The Artic	**Local Area Let's Explore Around our School and the Heritage Area** Use basic geographical vocabulary to refer to key physical features and human features. • 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. • Use simple compass directions (North, South, East and West) and locational and directional language, e.g. 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. 1 Children playing in the park Explore what they like and dislike about the Heritage Area Describe human and physical features of the Heritage Area. 2 Let's go to the park - field work Visit the local park. Start with a scavenger hunt, use maps, compass points and directional language to explore the grounds 3 Park maps Use aerial photographs/modern maps to identify human and physical features. Create a park map using a symbols, a key and describe features/routes. Make observations about where things are located and describe what places are like. 5. Flora and Fauna of the park 6. Improving the park https://www.muddypuddles.com/blog/best-country-parks/ https://documents.hants.gov.uk/countryside/activities/BotleyThestoryoftheManorFarmfairyfolkbooklet.pdf

Class 3			
	Autumn	**Spring**	**Summer**

Cycle A

Even academic years i.e. 2018, 2020

How do humans choose whether to settle?

Local Study and Settlements

What is the name of this place?
- Where is this place and which other places are near it?
- Is it a village, town, suburb or part of a city?
- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Where are the local green spaces and what are they used for?
- Who lives here and what do they do?
- How do people use this landscape in different ways?
- What are the local 'landmarks'?

What is the physical and human geography of the local area? • What types of transport links can we find? • What evidence is there of connections to other places?
- What was this place like in the past?
- How and why is it changing?
- How is it similar or different to other localities that are being studied?

Why are there so many different types of Plants?

1. Weird and Wonderful
2. Biomes.
3. Plants in extreme environments
4. Agriculture.
5. Plant Uses
6. Megadiversity

Where is Europe? Take to the Rails, Italy

- Locate the world's countries, using maps to focus on Europe (including the location of Russia).
- Describe and understand key aspects of physical geography including … rivers and mountains.
- Locate the world's countries, concentrating on major cities.
- Use maps, atlases, globes and digital mapping.
- Describe & understand key aspects of physical geography including climate zones, rivers & mountains.
- Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
- Describe and understand key aspects of physical and human geography.

Cycle B

Odd academic years i.e. 2019, 2021

How do humans choose whether to settle? Local Study and Settlements

What is the name of this place?
- Where is this place and which other places are near it?
- Is it a village, town, suburb or part of a city?
- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Where are the local green spaces and what are they used for?
- Who lives here and what do they do?
- How do people use this landscape in different ways?
- What are the local 'landmarks'?

What is the physical and human geography of the local area? • What types of transport links can we find? • What evidence is there of connections to other places?
- What was this place like in the past?
- How and why is it changing?
- How is it similar or different to other localities that are being studied?

Why do people live near rivers? The Nile

1. The river
2. Farmers
3. Crops and animals
4. Transport
5. Importance of the Nile

- Locate the world's countries.
- Describe and understand key features of rivers.
- Use maps to locate countries and describe features.
- Explain that the Ancient Egyptians settled along the banks of the River Nile.
- Describe two gods associated with the river and its animals.
- Locate Egypt and the River Nile on maps.
- Describe the climate of Egypt.

Work as a group to produce a large scale map of Ancient Egypt and the River Nile.

Humans and the environment

What is renewable and non-renewable energy?
Non-renewable energy includes coal, gas and oil. Most cars, trains and planes use non-renewable energy. They are made by burning fossil fuels to create energy.
Renewable energy includes solar, hydro and wind energy. Wind energy is made when the wind moves the blades on a wind turbine. This movement creates wind energy which is converted into electrical energy.

What is waste?

How do humans impact upon the environment?

Humans affect the environment in positive and negative ways.
Cutting down trees and littering have a negative effect on animals and plants.
Protecting endangered species and cleaning lakes and seas has a positive effect on the environment.
What can you do?
At home you can help the planet by recycling waste and growing plants or vegetables.

Class 4

	Autumn	Spring (Science states of matter)	Summer Link to living things and their habitats in science and The Mayans in history
Cycle A Even academic years i.e. 2018, 2020	**Where on Earth does it come from?** **What is trade?** • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK • name some countries the UK exports goods to; • name some countries the UK imports goods from; • use an atlas to find countries; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times. • explain the term globalisation. • explain why countries need to import goods; • describe an example of a global supply chain; • list some of the positive and negative effects of multinational companies on local trade; • identify similarities and differences between trading today and different periods in history.	**What is the Water Cycle?** **How does the River Severn change along its course?** 1. The Water Cycle (i)Understand and identify the features of the water cycle (ii)To recreate the water cycle in a simple experiment 2. How do rivers get their water? (Where is the source of the River Severn?) (i) Understand the role of watersheds in the collection and movement of precipitation into rivers and lakes. (ii) Use, with understanding, the terms associated with water travelling to rivers and discuss how pollutants travel in water and impact the environment. 3. From source to sea part 1 (i) Identify the sources of rivers on mountain moorlands and understand how tributaries feed into a fast-flowing river (ii) Understand how the fast-flowing river water erodes the rock beneath and causes a V-shaped valley, often with interlocking spurs. (iii) Label the features of a young river and its landscape on a Modroc model. 4. From source to sea part 2 (i) Identify mature rivers Severn) and their floodplains and understand that mature rivers feed into the sea. (ii) Understand how the different flow-speeds of a mature river erode the bank and deposit sediment, creating meandering bends and sometimes ox-bow lakes. (iii)Label the features of a mature river and its landscape on a Modroc model. 5. Living on a floodplain – Link to River Severn flood plain @ Melverley To discuss the effects of human impact on floodplains and understand the importance of flood management systems.	**What is a Rainforest?** 1. Let's explore the rainforest 2. Creatures on the forest floor 3. Creatures of the canopy 4. How creatures have adapted to life in a rainforest 5. Vanishing rainforests 6. Endangered and Extinct • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Become familiar with life in the rainforest, especially the food and resources available. • Share a meal together, made up of foods originating from the rainforests. • Understand what food resources are available for the creatures and peoples who live in rainforests. • Understand the meaning of deforestation. • Investigate the positive and negative points of deforestation.
	Exploring Scandinavia • Locate Scandinavia, Use maps, atlases, globes and digital mapping • Describe and understand key aspects of physical geography including … rivers and mountains. • Describe & understand key aspects of physical geography including climate zones, rivers & mountains. • Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Understand geographical similarities and differences through the study of human and physical geography	**Extreme Earth** 1.Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth. 2. Develop knowledge about the water cycle and how it works to result in different levels of rainfall in different parts of the world. 3. Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. 4. Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move. 5. Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. 6. Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts	**Benin West Africa, Comparison Study** • Locate Benin, Use maps, atlases, globes and digital mapping • Describe and understand key aspects of physical geography including … rivers and mountains. • Describe & understand key aspects of physical geography including climate zones, rivers & mountains. • Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Understand geographical similarities and differences through the study of human and physical geography

Class 5

	Autumn	Spring (Science, Animals)	Summer
Cycle A Even academic years i.e. 2018, 2020	**Investigating Coasts (Arthog)** 1. Coastal Erosion 2. Physical features 3. Coastal Defences 4. British Beaches 5. Describing coastal areas 6. Changes in land use	**The Amazing Americas – North** Use maps use an atlas to find the names of continents, countries; and cities; Explore what a continent and what a country is Identify and explore the physical and human features of North America Be able to name some major rivers, mountains, states and cities of N. America Identify similarities and differences with the UK Explain how latitude affects the geography and climate of a region Describe the significance of the equator, tropics and poles Use coordinates to locate places on a map Describe key features of some wonders of the Americas	**Local Study** 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.
Cycle B Odd academic years i.e. 2019, 2021	**Investigating Coasts (Arthog)** 1. Coastal Erosion 2. Physical features 3. Coastal Defences 4. British Beaches 5. Describing coastal areas 6. Changes in land use **Or Modern day Greece**	**The Amazing Americas – South** Use maps use an atlas to find the names of continents, countries; and cities; Explore what a continent and what a country is Identify and explore the physical and human features of South America Be able to name some countries, major rivers, mountains, states and cities of S. America Identify similarities and differences with the UK Explain how latitude affects the geography and climate of a region Describe the significance of the equator, tropics and poles Use coordinates to locate places on a map Describe key features of some wonders of the Americas	**Local Study** 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.

John Muir Award – Year 5

Day 1. LLanymynech Rock Nature Reserve special area for wildlife and its history.

Day 2. Map making showing all the main habitat areas of the reserve.

Day 3. Orchids, butterflies and conservation tasks

Day 4. Treflach water quality, wildlife in the stream

Day 5. Survey butterfly population, safeguard the rarer species of orchid on the reserve.

Day 6. Explore the reserve heritage area and discover why it was such an important industrial site for limestone and it’s processing in the past.

Day 7. Chn initiate activities and ideas for next Year 5

Day 8. Share with the year 4 children

Day 9. Practice a range of survival skills eg shelter building.

Day 10 AWARD CEREMONY AND PRESENTATION TO THE SCHOOL

Bryn Offa Skills Progression Map

	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Field Work**

R	Describe features of their own immediate environment and how environments might vary from one another **ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps**	Express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. **ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps**	Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house' help children make distinctions in their observations. **ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.** **ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**	Record findings by, e.g. drawing, writing, making a model or photographing. Provide stories that help children to make sense of different environments. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. Children find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'
1	Name and locate the world's seven continents and five oceans.	Understand the differences between human and physical Geography.	Understand what weather is and how it changes. Use basic geographical vocabulary to refer to key physical features: weather, mountain, hill, sea, ocean and river.	Begin to use Atlases to identify the UK as well as other countries and oceans. Use simple compass directions (North, South, East and West)
2	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	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	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. 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.	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. 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. 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 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.
3	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	Continue to develop understanding of the differences between physical and human Geography in the local area.	Describe and understand key aspects of: physical geography, including: rivers. Human geography, including: population of countries and resources.	Build upon the skills learned in Year 2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
4	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and the water cycle. Human geography, including: economic activity including trade links.	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.
5	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Describe and understand key aspects of: physical geography, including: mountains. Human geography, including: types of settlement and land use.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using some methods, including sketch maps, plans and graphs.
6	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes. Human geography, including: distribution of natural resources including energy, food, minerals and water.	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.