



How our Geography curriculum is constructed

Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember, some people call this **'disciplinary knowledge'**, and the language and skills are sequentially introduced as per the diagram to the right.

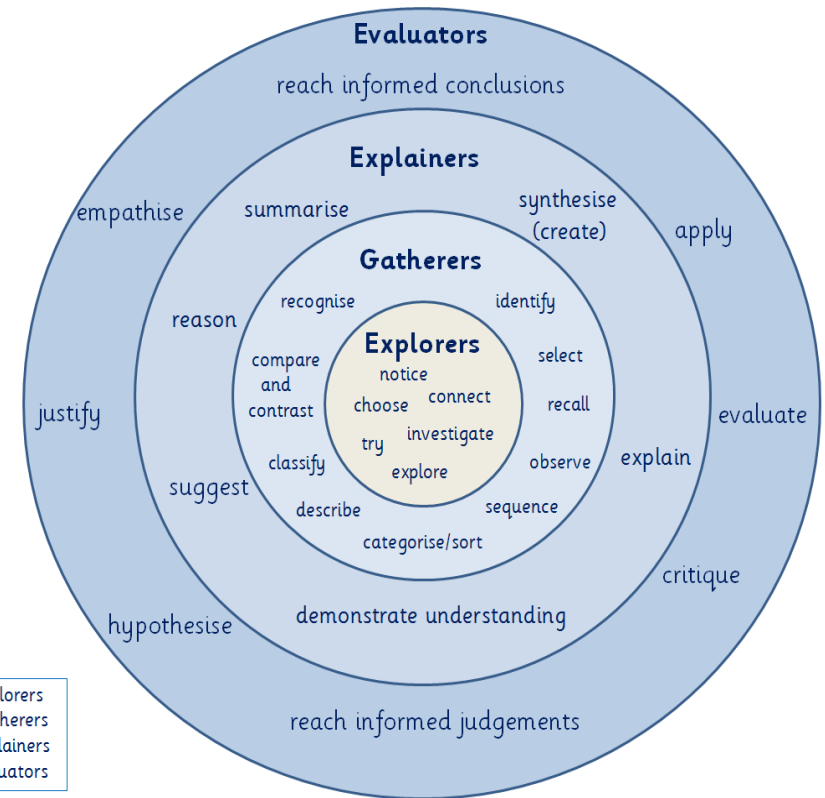
'Overview' details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and **British Values** are actively promoted at Appledore School by how we act, treat one and in what we learn. Examples of how we actively teach protected characteristics in geography include: Year 3 St Lucia (race and religion).

For our younger children in Key Stage 1 **geography is** the study of places and environments, including physical and human features, and being able to use maps to identify features and places and to find one's way around. For our older children in Key Stage 2 it is the study of places and the relationships and interactions between people and their environments, including the study of physical and human processes that create environments and learning about the future of these environments. Use of maps to support study and to navigate.



FSU - Explorers
 Y1/2 - Gatherers
 Y3/4 - Explainers
 Y5/6 - Evaluators

Definitions & Phrasing

Explorers

Notice: see something and pay attention to it
Choose: decide on something for a purpose
Connect: make links between ideas and/or actions
Investigate: find out about something (with a focus)
Try: have a go at something that could be new or hard
Explore: willingness to try out new things

Gatherers

Recognise - see something and know that it is similar to something you have seen before.
Compare/contrast - say how something is the same or different to something else.
Classify - group things according to their similarities
Describe: - recall something in detail or talk about an observation in detail
Categorise/sort - the action of classifying
Sequence - place a set of events into an order.
Observe - notice something and say how it links to the learning.
Recall - remember something learnt previously
Select: - choose the information most suitable and relevant.
Identify - understand something recalled or observed.

Explainers

Summarise: Write or say a shortened version to give the key facts and events.
Reason: Thinking about something in a logical way to respond to a question or challenge.
Suggest: Write or say ideas that could work in response to a question or challenge.
Demonstrate understanding: share what you know and can explain using words, images or actions.
Explain: Write or say how or why something happened the way it did
Synthesise: Create statements or questions using ideas and facts.

Evaluators

Reach informed conclusions: sum up the main points about something supported by evidence.
Empathise: place yourself in another's position.
Justify: give reasons supported by evidence to show what you consider right or reasonable.
Hypothesise: use your past knowledge and available facts to try and predict what might happen (make a good educated guess).
Reach informed judgement: express a personal view about something supported by evidence.
Critique: consider the validity or trustworthiness of evidence
Evaluating: weigh up and judge the relative importance of something compared with other ideas and arguments.
Apply: make use of information in a given situation/

Beginning to, developing and other similar phrasing means:

Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.

In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.

In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, understand, know, secure and other similar phrasing means:

Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

Geography

Yr	FSU	1	2	3	4	5	6
	<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
Countries and continents (1)	Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>Begin to use world maps and globes to identify the United Kingdom and its countries</p> <p>Use a map of the UK to identify the area where they live</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals)</p>	<p>Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries.</p>	<p>Use maps, atlases, globes and digital/computer mapping to identify continents and countries.</p>	<p>Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied</p>	<p>Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied</p>
Places and features Directions and locations (2)	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	<p>Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map</p> <p>Begin to describe the location of features and routes on a map</p> <p>Devise a simple map (story based) and select basic</p>	<p>Recognise simple compass directions (N, S, E & W) and locational and directional language [for example, near and far; left and right].</p> <p>Describe the location of features and routes on a map</p> <p>Select features to include on a simple map (from a basic template) of the school grounds, using</p>	<p>Recognise the four points of a compass and use them to identify locations and give directions</p> <p>Demonstrate understanding of two -figure grid references to identify locations and give direction</p> <p>Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key</p>	<p>Begin to demonstrate understanding of the eight points of a compass and use them to identify locations and give directions</p> <p>Begin to demonstrate understanding of four -figure grid references to identify locations and give directions</p> <p>Recognise symbols and key (including use of OS Survey maps) to build</p>	<p>Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area</p> <p>Demonstrate understanding of four and begin to use six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area.</p>	<p>Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale.</p> <p>Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases).</p>

		symbols to use in a key.	compass points to navigate. Recognise basic symbols in a key	features (human and physical) Begin to identify the position of the equator, hemispheres and tropics. Use knowledge of human and physical features, eg considering the impact of mountains and coast, when suggesting reasons for the location of buildings and roads.	knowledge of places in the UK by identifying locations and key features (human and physical) Identify the position of the equator, hemispheres and tropics. Select features to suggest reasons for particular development, eg building development close to rivers.	Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines. Begin to identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. Use features identified to begin justifying reasons for development, eg contour lines to suggest whether roads/homes could be built.	Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines. Identify the position and significance of lines of latitude and longitude, Greenwich Meridian and time zones. Be able to justify which map would be most useful for the information needed, eg street map, road atlas, OS map, atlas and apply knowledge of the key features (key, grid references index, compass points) accurately.
Differences & similarities between places How and why places have particular features	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.	Use simple fieldwork and observational skills to study 'personal geographies' (identify where their house/school is, who lives/works there, type of building, what it is near/next door & across the road, what weather is	Be able to classify human and physical features Use aerial photographs and plan perspectives to recognise, compare and contrast landmarks and basic human and physical features in Appledore and Indian village.	Begin to recognise and be able to classify human and physical features within the landscapes studied. Begin to suggest reasons for the development of human features. Begin to be able to compare two	Recognise and be able to classify human and physical features within the landscapes studied. Suggest reasons for the development of human features. c) Be able to compare two	Begin to use maps and data to record observations from enquiries beyond the local area Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to	Use maps and data to record observations from enquiries beyond the local area Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.

<p>Places, climates, features and landscapes</p> <p>Maps and data</p> <p>(3)</p>		<p>like, nearby features such a river, sea, hill, wood/forest,fields)</p> <p>Compare personal geography to someone else's, identifying features that are similar and different.</p> <p>Begin to identify seasonal and daily weather patterns in the UK.</p> <p>Locate the north and south pole</p>	<p>Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Locate hot and cold places in relation to the poles and equator.</p>	<p>contrasting locations, using their human and physical features, climate and global position to explain their differences</p> <p>Begin to use fieldwork skills to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p>	<p>contrasting locations, using their human and physical features, climate and global position to explain their differences.</p> <p>Use fieldwork (and other sources) 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>how and why they are different.</p> <p>Begin to interpret maps and data presenting results from fieldwork in a wider global context.</p>	<p>Interpret maps and data presenting results from fieldwork in a wider global context.</p>
<p>Using evidence</p> <p>(4)</p>				<p>Begin to recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and start to be able to explain the impact using understanding of the features studied to give reasons.</p>	<p>Recognise that people's lives can be impacted by changes to human and physical features, eg earthquakes and building and be able to explain the impact using understanding of the features studied to give reasons</p> <p>Use knowledge of physical features and their impact on human features to make choices about locations for</p>	<p>Begin to use knowledge of human and physical features to evaluate the actual/potential impact of changes to the environment on the people who live there, eg flooding, development of cities.</p> <p>Begin to hypothesise scenarios that could impact positively/negatively on these people, beginning to demonstrate the ability to empathise.</p>	<p>Use knowledge of human and physical features to evaluate the impact of changes to the environment on the people who live there, eg flooding, development of cities.</p> <p>Hypothesise scenarios that could impact positively/negatively on these people, demonstrating the ability to empathise.</p> <p>Make reasoned judgements about decisions made and critique those of others,</p>

					<p>a planned settlement, eg bridging points and risks of flooding.</p> <p>Be able to summarise the key reasons for the decisions made.</p>	<p>Begin to make reasoned judgements about decisions made and critique those of others, justifying judgements made.</p>	<p>justifying judgements made.</p>
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Geography Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Visit to Appledore Library half termly . Looking at local landmarks and talking about our route.	Why don't penguins need to fly?	What is the geography of where I live? (Bees)	Why are jungles so wet and deserts so dry ? (Deforestation)	How can we live more sustainably?	Trade Why is Fairtrade fair?	How is climate change affecting the world?
Autumn 2	Where is India on the map/globe?						
Spring 1	Which countries does snow fall in? Why don't we get snow? Where is China and England on the map/globe						<i>Coordinates and map work - outdoor learning (eg pond project)</i>
Spring 2		Oceans - What do we find in the oceans?	India - How is the village in India different to Appledore?	How and why is my local area changing?	Why do some earthquakes cause more damage than others?	Volcanoes How do volcanoes affect the lives of people living on Hiemaey?	Sustainability - Doves Farm
Summer 1	Compare Appledore to To where and when to be taught to be decided depending on topic based on children's interest.	Coasts- What do we find where the land meets the sea?	How do weather patterns affect our lives?	What is a river?	Why is water the world's most precious resource?	Oceans Why does Sylvia have so many bath ducks?	Lundy Island -island life
Summer 2							

Geography 'Sticky' (substantive) Knowledge		Geography Key Objectives (end points)
FSU	Talk about how Appledore is the same and different as the place or country that we study.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.
Year 1	<p>Why don't penguins need to fly?</p> <ul style="list-style-type: none"> To know the key geographical features of the Antarctic environment. Identify ways in which penguins are adapted to the Antarctic environment. Explain why Antarctica is a desert despite being the coldest place on Earth. Compare the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco). Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica. <p>Coasts – What do we find where the coast meets the sea</p> <ul style="list-style-type: none"> Know why people might visit the coast, e.g. the beaches, rock pooling, the views, surfing, bodyboarding. Discover what we see in North Devon where the land meets the sea Know what we see in the UK where the land meets the sea Know the countries that make up the UK- England, Scotland, Wales and Northern Ireland. Begin to look at capital cities for each country. Be able to find key coastline features on a map, Know the seasonal changes and different weather patterns we will see in different seasons <p>What do we find in the oceans?</p> <ul style="list-style-type: none"> Know the 5 oceans and label them on a map. Know the order of the oceans from biggest to smallest- Arctic, Southern, Indian, Atlantic, Pacific. Know the ocean has layers and know how the layers are different- Sunlight zone, Twilight zone, Midnight zone, Abyss, Trenches. Know which layer most animals live in- Sunlight zone. Know a range of animals and plants that live in the ocean Know that litter can be found in the ocean Know how litter gets into the ocean and how it can be dangerous for animals Know ways we can stop litter getting into the ocean, e.g making sure there is no litter on the floor, recycling as much as possible, doing beach cleans. 	<p>By the end of Year 1, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into <i>gatherers</i> and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to begin to understand about the environment around us and the impact of the people who live there.</p> <ol style="list-style-type: none"> Begin to use world maps and globes to identify the United Kingdom and its countries Begin to recognise simple compass directions (N,S,E,W) & locational and directional language [eg near and far; left & right], to describe the location of features and routes on a map Begin to describe the location of features and routes on a map Compare personal geography to someone else's, identifying features that
Year 2	What is the geography of where I live?	

	<ul style="list-style-type: none"> • Give a definition for 'Geography' • Give a definition for the terms 'human and physical geography' • Know that they live in the United Kingdom • Name the four nations of the United Kingdom and their capital cities • Name some of the features of the area around the school (some road names, important buildings) • Understand what is meant by the following terms and give an example for each: transport, residential, economic activity, public services, open space • Name the human and physical features in their local area. <p>How is the village in India different to Appledore?</p> <ul style="list-style-type: none"> • Name and identify the seven continents of the world • Name and identify the five oceans of the world • Locate the UK on a world map • Locate India on a world map • Say some of the ways India is different from the UK by naming some human and physical features (ie schools, farming, animals) <p>How does the weather affect our lives?</p> <ul style="list-style-type: none"> • Name different types of weather • Name different types of weather from an image • Say how weather changes through the seasons • Know that the weather is different in different places of the world (for example North / South Pole, equator) 	<p>By the end of Year 2, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure <i>gatherers</i> and demonstrated they can use a range of simple geographical techniques, enquiry skills and terms to understand about the environment around us and the impact of the people who live there.</p> <ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the United Kingdom and recall the names of its countries, as well as the countries, continents and oceans studied, eg India and Africa (linked to animals) 2. Recognise simple compass directions (N, S, E & West) and locational and directional language [eg, near and far; left and right]. 3. Describe the location of features and routes on a map 4. Use simple fieldwork and observational skills to compare the geography of the key human and physical features of Appledore and Indian village.
Year 3	<p>Why are jungles so wet and deserts so dry?</p> <ul style="list-style-type: none"> • Know the difference between weather and climate. • Summarise some of the different climates around the world. • Understand how the climate affects the animals and plants living in a place. • Explain the water cycle. • Describe the climate of the Amazon rainforest and suggest reasons as to why it is so hot and humid. • Describe the climate of Arica and suggest reasons as to why it is so dry. <p>How and why is my local area changing?</p> <ul style="list-style-type: none"> • Know the difference between physical and human processes and events that affect environments. • Understand how the environment of my school and grounds has changed over time. • Understand why locations in the local area of the school have changed. • Know that there are often different views about whether environmental change is a positive thing. 	<p>By the end of Year 3, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing in to <i>explainers</i> and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and explain how and why we have can have an impact on the changing world around us.</p> <ol style="list-style-type: none"> 1. Begin to use maps, atlases, globes and digital/computer mapping to identify continents and countries. 2. Recognise the four points of a compass and use them to identify locations and give directions 3. Demonstrate understanding 2-figure grid references to identify locations and give direction 4. Recognise symbols and key to build knowledge of places in the UK and around the world by identifying locations and key features (human and physical)

	<ul style="list-style-type: none"> • Understand how the quality of the environment varies in the local area surrounding my school. • Explain how and why environments are changing at different locations around the world. • Describe how environmental change on a global scale affects our lives locally. • Explain how humans behave locally can contribute to global changes such as climate change. <p>What is a river? The Journey of a River from Source to Mouth</p> <ul style="list-style-type: none"> • Know the physical features of a river • Know why bridges need to be built by rivers • Know the journey of a river from source to mouth 	<p>5. Begin to be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences</p>
Year 4	<p>How can we live more sustainably?</p> <ul style="list-style-type: none"> • Understand what sustainable means. • Know the difference between renewable and non-renewable resources. • Understand how electricity is generated. • Know that there are different sources of energy used to make electricity in the United Kingdom. • Understand why fossil fuels are no longer used to generate electricity in the United Kingdom. • Understand how human created greenhouse gases contribute to global warming. • Understand what a natural resource is. • Understand how electricity is generated in a hydroelectric power station. <p>Why is water the world's most precious resource?</p> <ul style="list-style-type: none"> • Know how they consume water in their everyday lives. • Know that much of the water we use can't be seen • Know what the term virtual water means and describe how it affects their daily lives • Know different ways in which they and adults/school can conserve water • Know why it is important to conserve water know all the ways in which water can be conserved <p>Why do some earthquakes cause more damage than others?</p> <ul style="list-style-type: none"> • Know that earthquakes occur on fault lines and understand why. • Know (name) the layers of the earth. • Know the function of each layer of the earth • Know why earthquakes occur • Know why earthquakes occur at the same location as volcanoes • Know why so many earthquakes occur in the Pacific Rim of Fire 	<p>By the end of Year 4, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure <i>explainers</i> and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and explain how and why we have can have an impact on the changing world around us.</p> <ol style="list-style-type: none"> 1. Use maps, atlases, globes and digital/computer mapping to identify continents and countries. 2. Identify the position of the equator, hemispheres and tropics. 3. Begin to demonstrate understanding of 4-figure grid references to identify locations and give directions 4. Recognise symbols and key (including use of OS Survey maps) to build knowledge of places in the UK by identifying locations and key features (human and physical) 5. Be able to compare two contrasting locations, using their human and physical features, climate and global position to explain their differences

	<ul style="list-style-type: none"> • Know why New Zealand experiences so many earthquakes • Know what magnitude is and understand the effect this has on the damage the earthquake causes 	
Year 5	<p>Why is Fairtrade fair?</p> <ul style="list-style-type: none"> • Know what exporting and importing goods mean • Understand why the Silk Road was once the most important trading route in the world • Know why countries trade with each other today • Understand why the terms of international trade are sometimes not always fair to producers in poorer countries • Understand what being a certified Fairtrade producer of commodities such as bananas means • Understand why being part of a Fairtrade co-operative can benefit producers in poorer countries • Know the range of Fairtrade products available in the UK <p>How do volcanoes affect the lives of people living on Hiemaey?</p> <ul style="list-style-type: none"> • Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day. • Identify, describe and compare and contrast the countries of Europe. • Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular. • Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region. • Explain and reach a judgement using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey. • Explain and reach a judgement using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey. • Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey. • Understand the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails. <p>Why does Sylvia have so many bath ducks?</p> <ul style="list-style-type: none"> • Describe what an oceanographer is and be able to identify and locate the five major oceans of the world together with the world's largest expanses of sea and explain the difference between the two. • Describe and explain what happened to the cargo of plastic ducks lost from a ship in the middle of the Pacific Ocean in 1992 and identify and locate accurately on a world map the places around the world where they have washed up in the intervening years – offer reasons and judgements for the pattern observed. 	<p>By the end of Year 5, using first hand fieldwork experiences as well as secondary sources, our young geographers are developing into <i>evaluators</i> and demonstrated they can use a range of geographical techniques, enquiry skills and terms to begin to understand and evaluate the impact of human and environmental factors on the changing world around us.</p> <ol style="list-style-type: none"> 1. Begin to apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and begin to describe features studied 2. Demonstrate understanding of the eight points of a compass and apply this to compare locations and give directions using maps of the local area 3. Demonstrate understanding of four and begin to use six - figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of the local area. 4. Recognise symbols and keys (including use of OS Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines. 5. Compare two different locations, looking at their human and physical features and begin to reach informed conclusions as to how and why they are different.

	<ul style="list-style-type: none"> • Demonstrate understanding through comprehension, recall and explanation of what ocean gyres are and how their action helps to create areas of waste accumulation known as ocean garbage patches. • Evaluate the advantages and disadvantages of plastic as an incredibly versatile and widely used material and compare and contrast these with the negative environmental impact that they can have. • Describe the main uses of single-use plastic in everyday life and identify and evaluate the potential benefits of more sustainable alternatives. • Carry out a simulated survey of a beach using sampling techniques to estimate the number of microplastics present describing, explaining and evaluating the validity and trustworthiness of their methods and results. 	
Year 6	<p>How is climate change affecting the world?</p> <ul style="list-style-type: none"> • Weather is what we experience daily and climate refers to weather patterns over a longer period of time. • Global warming is how the Earth is gradually warming up and is caused by heat being trapped in the Earth's atmosphere as a result of increased greenhouse gases. • Climate change is the impact of global warming on weather patterns causing extreme conditions and changes. • Human activity and lifestyle (the burning of fossil fuels) is responsible for the changes in greenhouse gases. • The impact of global warming in places around the world: Gambia, the unreliability of rainfall; Australia, increased heat waves and bushfires; Starcross, flooding; Greenland, ice melting and coastal areas, sea levels rising. • Our carbon footprint is the amount of carbon we use and reducing this, can have a positive impact on the environment. • Using renewable energy sources (wind farms, solar power, wave power and geothermal energy) are more sustainable ways of producing energy and could help to reduce global warming. <p>What is the purpose of a National park? Should National Parks always be protected?</p> <ul style="list-style-type: none"> • Know how to use six figure grid references • Know that National Parks conserve and enhance natural beauty, wildlife and cultural heritage; promote opportunities for understanding and enjoyment. • Understand National Parks have a duty to foster the economic and social well-being of local communities within the National Parks. • Recognise that there are fourteen national parks in the United Kingdom designated because of 'special qualities. Name two that are local. • Describe and explain the changes that have occurred at Dove's Nest Farm in the North York Moors since 2015 (sustainability, conservation and community) 	<p>By the end of Year 6, using first hand fieldwork experiences as well as secondary sources, our young geographers will have become secure <i>evaluators</i> and demonstrated they can use a range of geographical techniques, enquiry skills and terms to understand and evaluate the impact of human and environmental factors on the changing world around us.</p> <ol style="list-style-type: none"> 1. Apply knowledge of maps, atlases, globes and digital/computer mapping to identify countries and describe features studied 2. Demonstrate understanding of the eight points of a compass to compare locations and apply this to give directions using maps of locations studied as well as on a global scale. 3. Demonstrate understanding of four and six -figure grid references (including the use of Ordnance Survey maps) to identify key locations and features using maps of areas studied in the UK (OS maps) and in other countries (atlases). 4. Recognise symbols and keys (including the use of Ordnance Survey maps) to build knowledge of places with/in the UK and locations studied, comparing and contrasting physical and human features including contour lines. 5. Compare two different locations, looking at their human and physical features and reach informed conclusions as to how and why they are different.

- Understand that many sustainability projects are controversial

Coordinates and map work - outdoor learning (pond project)

- Know how to use six figure grid references

Lundy Island

- Know how to use six figure grid references
- Know what an island is, different ways they are formed (eg volcano, coral, tidal, breakaway landmass many years ago) and what an archipelago is
- Impact of climate change on islands (eg rising sea level, decline of fishing industry)
- Identify similarities between Lundy and Tuvalu (eg climate – tropical and temperate, location. Habitation)