Coley Primary School Curriculum Overview

Geography

Coley Primary School Overview for Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	**Nursery and School environment**		**Similarities and differences – places, objects, materials and living things**		**Growth and change**	
Reception	**My World**	**Different occupations and ways of life**	**The natural world**		**Fieldwork – Google maps**	
Year 1	**Our school**		**Our Country - UK**		**Seasons and weather**	
Year 2	**What a wonderful world**		**Be beside the seaside**		**Let's go to China**	
Year 3	**The UK**		**Land Use**		**Extreme Earth**	
Year 4	**Water**		**All Around the World**		**What's it like in Sheffield (links with Reading and a location in South) America**	
Year 5	**Enough for Everyone**		**Mountains**		**Exploring Eastern Europe**	
Year 6	**Raging Rivers**		**The Amazing America**		**Trade and Economics**	

Year 1

Week	Our School	Weather	Our Country– The UK
1	**What Is Our Local Area Like?** • To recognise human & physical features in the context of children's own locality. • To understand what our local area is like.	**What is Weather?** • To identify daily weather patterns in the context of the weather of the UK. • To understand what the weather is like in our country. To look at the weather where we live.	**Town and Country** • To understand geographical similarities and differences through studying the human and physical geography in the context of the UK.
2	**Out and About Fieldwork** • To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. • To observe what my local area is like.	**How Does the Weather Affect Us?** • To understand seasonal weather patterns in the context of the weather of the UK. • To understand the different seasons in a year. • To describe how the weather can affect us.	**Welcome to the UK** • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
3	**Fieldwork Follow-Up** • To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. • To observe what my local area is like.	**Forecasting the Weather** • To identify daily weather patterns in the UK (Weather Forecasting). • To understand what weather forecasts show. • To use key words to describe the weather.	**Up, up and Away** • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
4	**Fieldwork Follow-Up** • To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality. • To observe what my local area is like.	**Weather Dangers** • To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather. • To understand the dangers of weather.	**Let's Explore the UK** • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
5	**Jobs in Our Local Area** • To develop knowledge about children's locality – jobs (human features). • To name the types of jobs that people do in our local area.	**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. • To understand what hot and cold countries are like.	**Travelling Ted Tours London** • To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas**.**

6	**Let's Make a Change** • To use basic geographical vocabulary to refer to key human/ physical features. • To understand ways that we can change the local area. To ask questions.	**Our Frozen Planet To understand the human/physical geography of a cold area of the world in the context of the Arctic.** • To understand what a cold area of the world is like. • To use map skills to locate hot and cold places.	**How Is Brasilia Different from London?** • 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 in the context of comparing Brasilia with London.

Year 2

Week	What a wonderful World	Be beside the seaside	Let's go to China
1	**Round and Round** • To name and locate the world's seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. in the context of the geography of the world. • To name and locate the continents and oceans of the world.	**Where are Our Seasides?** • To use basic geographical vocabulary, in the context of coastal/ seaside locations and locations relevant to the children themselves. • I can use key words to describe different places and environments. 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, in the context of coastal/ seaside locations. • I can use a map to find seaside locations.	**Where Is China?** • 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 in the context of China. • I can understand where China is in the world. To use world maps, atlases and globes to identify the countries studied at this key stage in the context of China. • I can locate China on a world map.
2	**Around Our Continents** • To name and locate the world's seven continents and five oceans; in the context of the geography of the world • To locate continents, countries and oceans of the world accurately. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. • To understand key features of the continents of the world.	**Features of the Seaside** • To use basic geographical vocabulary to refer to human and physical features, in the context of coastal/seaside locations. • I can use key words to describe seaside locations. To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of coastal/seaside locations. • I can observe aerial photographs of seaside locations	**Exploring China** • To devise simple maps in the context of China. • I can draw a simple map. 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 in the context of China. • I can understand what life is like for people in China.
3	**It's a Small World** • To name and locate the world's seven continents and five oceans, in the context of creating journey lines. • To understand how a journey can be made around the world. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.	**Seasides Past and Present** • To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK. • I can locate seaside resorts in the four countries of the UK. To use basic geographical vocabulary to refer to key	**Ted Tours Beijing!** • 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 in the context of China. • I can compare what life is like in different countries (China and the UK)

		human and physical features, in the context of coastal/seaside locations in the past and present day. • I can understand what seaside holidays and resorts were like in the past and the present.	
4	**Hot and Cold Climates of the World** • To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. • To understand the location of hot and cold countries around the world.	**Let's Explore a Seaside Town** • To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall. • I can describe a seaside town in the UK. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall. • I can describe places and routes on a map.	**My School Your School** • To ask geographical questions in the context of China (Beijing). • I can ask questions to find out what places are like. 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 in the context of China and the UK (my locality). • I can compare school life in China (Beijing) and The UK (my own school).
5	**Ted Tours Europe** • To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. • To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage. • To locate the continent, we live in and describe some of the key features.	**Islands Everywhere!** • To use world maps, atlases and globes to identify the United Kingdom and its countries, in the context of coastal/island locations. • I can use a map to identify the main British islands. To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations. • I can understand the location of hot and cold islands in the world.	**From Dragons to Dim Sum** • 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 in the context of China. • I can understand what Chinese culture is like.
6	**Amazing Aerial Views** • To use aerial photographs to recognise landmarks and basic human and physical features.	**Who Can See the Sea?** • To use simple fieldwork and observational skills, in the context of visiting a seaside locality.	**Fabulous Farming** • To understand geographical similarities and differences through studying the human and physical geography of a small

	• To use basic geographical vocabulary to refer to key physical and human features. • To observe aerial photographs.	• I can visit a seaside resort. To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of visiting a seaside locality. • • I can use a map to follow the route around a seaside resort.	area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China • I can understand the different types of farming in China.

Year 3

Week	Land Use	Extreme Earth	The UK
1	**Sketch Maps** • To describe and understand key aspects of human geography including land use in the context of using sketch maps. • I can use simple sketch maps that show how land is used. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps in the context of drawing a sketch map. • I can draw a simple sketch map	**Under Our Feet** • To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. • To describe what you find underground.	**Countries and Cities** • To 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 in the context of maps of the UK. • I can name and locate the countries and cities of the UK. To 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 in the context of describing the position of UK cities. • I can use the eight compass points to describe the location of the countries and cities of the UK.
2	**Using a Key Describe and understand key aspects of human geography including land use in the context of using keys and legends.** • I can use a key on a map to show how land is used.	**Volcanoes** • To describe and understand key aspects of physical geography in the context of volcanoes. • To explain how volcanoes are formed.	**To 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 in the context of the UK's rivers and seas**. • I can name and locate the main rivers and seas of the UK. To use maps, atlases, globes and digital/computer mapping to locate

			countries and describe features studied in the context of the UK's rivers and seas. • I can identify rivers and seas using an atlas or map.
3	**Surveying the Land Part 1** • Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. • I can create a simple sketch map to show how land is used.	**More Volcanoes** • To describe and understand key aspects of physical geography in the context of volcanoes. • To explain how volcanoes affect people's lives.	**Around the Counties** • To 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 in the context of maps of UK counties. • I can name and locate some of the counties of the UK. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of counties of the UK. • I can use a map to locate some of the counties of the UK.
4	**Surveying the Land Part 2** **Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map.** • I can create a simple map to show how land is used.	**Earthquakes** • To describe and understand key aspects of physical geography in the context of earthquakes. • To explain what causes earthquakes and how they are measured.	**Hills and Mountains** • To 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 in the context of UK hills and mountains. • I can name and locate areas of high ground in the UK. To use maps, atlases,

			globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains. • I can use a map or atlas to locate areas of high ground in the UK.
5	**How Land Is Used** **Use maps and atlases to describe land use in the context of thinking about urban and rural areas.** • I can describe land use in urban and rural areas in the UK.	**Tsunamis** • To describe and understand key aspects of physical geography in the context of tsunamis. • To explain what causes tsunamis and how they affect people	**How London Grew** • To 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 in the context of London's growth. • I can identify ways that London has changed over time. To 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) in the context of London's history. • I can explain the importance of the Prime Meridian to London's history.
6	**How Land Is Used for Farming** **Use maps and atlases to describe land use in the context of thinking about agriculture.** • I can explain how land is used for different types of farming.	**Tornadoes** • To describe and understand key aspects of physical geography in the context of tornadoes. • To explain what causes tornadoes and the effects they have.	**Our Changing Nation** • To 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 in the context of the changing population of the UK. • I can describe and understand how the UK has changed over time.

Year 4

Week	All Around the World	Water	What's it like in Sheffield?
1	**North or South?** • To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. • I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.	**Changing State** • Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter. • I can explain the three states of matter.	**Where Is Sheffield?** • To 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 in the context of locating Sheffield. • I can identify Sheffield and its major features.
2	**Over and Around** • To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. • I can identify lines of latitude and longitude. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. • I can use longitude and latitude to find places on maps, atlases and globes.	**The Water Cycle** • Describe and understand key aspects of the water cycle in the context of explaining the water cycle. • I can explain the key aspects of the water cycle.	**What Is the Landscape Like?** • 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 in the context of the landscape around Sheffield. • I can compare the physical geography of Sheffield with that of my own area.
3	**Top and Bottom** • To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. • I can describe the key features of the polar regions and compare them to the UK.	**Making Clouds and Rain** • Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. • I can explain how clouds and rain are formed.	**How Is Land Used?** • 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 in the context of land use Sheffield. • I can compare land use in Sheffield with that of my own area.
4	**In the Tropics** • To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK	**Treating Water** • Describe and understand key aspects of the water cycle in the context of learning about the water treating process.	**What Goes on in Sheffield?** • To understand geographical similarities and differences through the study of human and physical geography of a region of the United

	• I can compare the climate of the tropics with the UK climate.	• I can explain how and why drinking water is cleaned.	Kingdom, a region in a European country, and a region within North or South America in the context of the human geography of Sheffield. • I can compare the human geography of Sheffield with that of my own area
5	**On the Line** • To identify the position and significance of the Prime/ Greenwich Meridian by exploring countries on the Meridian Line. • I can explain the position and significance of the Prime Meridian.	**Floods** • Describe and understand key aspects of the water cycle in the context of learning about flooding. • I can explain the causes and effects of flooding.	**A Travel Guide** • 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 in the context of the human and physical geography of Sheffield. • I can create a travel guide for a trip to Sheffield.
6	**All the Time in the World** • To identify the position and significance of time zones (including day and night) by comparing times in different countries. • I can explain the position and significance of time zones.	**Water Pollution** • Describe and understand key aspects of the water cycle in the context of learning about water pollution. • I understand the causes and effects of water pollution.	**Comparing Places** • 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 in the context of comparing aspects of our locale with Sheffield • I can compare the physical and human features of Sheffield with those of the area I live in

Year 5

Week	Magnificent Mountains	Enough for everyone	Exploring Eastern Europe
1	**Mountain Ranges** • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges. • I can use a map to find countries and their key features. 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 in the context of mountain ranges. • I can locate key mountain ranges of the world.	**What Do We Need?** • To describe and understand key aspects of 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 in the context of what settlers need. • I can explain what settlers need.	**Continents, Countries and Cities** • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. • I can identify the countries of Europe. 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 in the context of places in Europe. • I can identify the capital city of a country.
2	**UK Mountains** • To 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) in the context of hills and mountain ranges. • I can locate key areas of higher ground in the UK. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of hills and mountain ranges. • I can use a map to find and describe key features of the mountains.	**Where Does Our Power Come From?** • To describe and understand key aspects of 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 in the context of electricity generation and distribution. • I can explain how electricity is generated and distributed. To 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	**Comparing Landscapes** • 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 in the context of comparing landscapes. • I can compare features of eastern European landscapes with my own area.

		changed over time in the context of UK power stations. • I can explain where electricity is generated in the UK.	
3	**Features of Mountains** • 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 in the context of mountains. • I can describe the key features of a mountain range.	**Renewable or Non-Renewable?** • To describe and understand key aspects of 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 in the context of renewable and non-renewable energy sources. • I can explain renewable sources of electricity	**Comparing Climates** • 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 in the context of comparing climates. • I can compare the climate of eastern European regions with that of my own area.
4	**How Mountains Are Made** • 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 in the context of mountains. • • I can explain how different types of mountains are formed.	**Where Our Food Comes from** • To describe and understand key aspects of 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 in the context of food miles. • I can explain where our food comes from. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles. • I can use digital maps to calculate food miles.	**Comparing Places** • 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 in the context of comparing towns. • I can compare the human geography of eastern European regions with that of my own area.
5	**Mountain Climates** • 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 in the context of mountain climates. • I can describe a mountainous climate.	**What Do We Need?** • To describe and understand key aspects of 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 in the context of conserving food, water and energy supplies. • I understand the importance of conserving food, water and energy supplies.	**Planning a Trip** • 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 in the context of planning a trip to eastern Europe. • I can present information about one area of eastern Europe.

6	**Mountain Travel** • To describe and understand key aspects of 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 in the context of mountain tourism. • I can describe how tourism affects mountain regions.	**Is There Enough for Everyone?** • To describe and understand key aspects of 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 in the context of comparing resource supplies in the UK and abroad. • I understand that access to natural resources varies in different countries.	**What Happened in Chernobyl?** • To describe and understand key aspects of 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 in the context of nuclear power generation at Chernobyl. • I can explain the impact of the Chernobyl nuclear disaster.

Year 6

Week	Raging Rivers	Trade and Economics	The Amazing Americas
1	**Where Does Our Water Come From?** • 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 in the context of the water cycle. • I can explain the water cycle. To 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 in the context of rivers • I can locate the key rivers of the UK.	**What Do We Trade?** • To describe and understand key aspects of 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 in the context of UK imports and exports. • I can explain the UK's trade links with other countries	**Continents, Countries and Cities** • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. • I can identify the countries of North and South America. 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 in the context of places in North and South America. • I can identify the capital city of a country.
2	**Rivers of the World** • 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 in the context of rivers of the world. • I can locate the key rivers of the world.	**Who Do We Trade With?** • 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 in the context of UK imports and exports. • I can explain the UK's trade links with other countries. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links. • • I can use maps to show the UK's trade links with other countries.	**Location, Location** • 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) in the context of identifying and describing a range of places across the Americas. • I can use geographical terminology to describe the location and characteristics of a range of places across the Americas
3	**Features of a River** **To describe and understand key aspects of physical geography, including: climate zones,**	**Trading with El Salvador** **To understand geographical similarities and differences through the study of human and**	**Weather and Climate** **Describe and understand key aspects of physical geography, including: climate zones, biomes and**

	biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of features of rivers. • I can describe the key features of a river system.	**physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador**. • I can explain trade links between El Salvador and the UK.	**vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.** • I can describe the climates and biomes of different regions across the Americas.
4	**How Do We Use Rivers?** • To describe and understand key aspects of 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 in the context of rivers • I can describe the ways rivers are used.	**Fair Trade** • To describe and understand key aspects of 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 in the context of fair trade. • I can explain the importance of fair trade.	• **Comparing Places – UK Fieldwork Use fieldwork** • To observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. • I can identify physical and human geographical features of my local area.
5	**Erosion and Deposition** • 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 in the context of features of rivers. • I can describe the key features of a river system. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. • I can use atlases and maps to identify the key features of a river system.	**The Global Economy** • To describe and understand key aspects of 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 in the context of the global supply chain. • I can explain the global supply chain.	**Comparing Places – North America** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom […] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America. • I can identify similarities and differences in the human and physical geography of my local area and a region of North America.
6	How Do We Use Rivers? • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	How Has Trading Changed? • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,	**Wonders 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 in the context of**

	natural resources including energy, food, minerals and water in the context of rivers. • I can describe the ways rivers are used. Holding Back the Flood • To describe and understand key aspects of 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 in the context of dams. • • I can explain the impact of damming rivers.	minerals and water in the context of changing trade links. • I can explain how trading has changed through history	**learning about the wonders of the world and where they are located (specifically those of the Americas).** • I can tell you the names and locations of the ancient and new wonders of the world. • I can describe the characteristics and significance of a natural wonder of the Americas.