

## West Norfolk Academies Trust (Primary) – Curriculum Map - Geography

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>EYFS Knowledge</b>	<p><b>Marvellous Me Homes</b> – types of dwelling – walk around locality to identify.</p> <p>Google maps to locate the school and <b>discuss some features of local area.</b></p> <p><b>Walk to local features, eg duck pond/park.</b></p>	<p><b>Light &amp; Celebrations</b></p> <p>Walk to local church.</p> <p><b>Drawing maps of our journey.</b></p> <p>Making 3D maps using small world/natural resources.</p>	<p><b>King, Queen &amp; Country</b></p> <p>London – <b>our capital city UK – naming the 4 countries and looking at the flags.</b></p> <p>Recognising famous London landmarks and facts about them.</p> <p>Buckingham Palace is one of the Queen’s homes.</p>	<p><b>Air, Land &amp; Sea</b></p> <p>What is a landscape?</p> <p>What can we see in our local landscape?</p> <p>How is this similar/different to <b>Australia and Greece?</b></p> <p>Mountain rescue - what they do.</p> <p>Natural and man-made parts of the environment.</p> <p>Hot/cold climates.</p>	<p><b>Living &amp; changing</b></p> <p>Local environment at school - what does it include? <b>Compare to globe, world map</b></p> <p>Growing &amp; eating vegetables.</p> <p>Farming - harvest.</p> <p>Why plants are good for the environment.</p>	<p><b>The Ocean</b></p> <p>Creatures that live in the ocean.</p> <p>Features seen at a beach – rock pools, cliffs, sand dunes, tides.</p> <p><b>Locality – Heacham &amp; Hunstanton beaches.</b></p> <p>The effects of pollution on wildlife and changes we can make to improve the environment.</p>
<b>EYFS Vocabulary</b>	Homes, detached, bungalow, semi-detached, flats, terraced, caravan, barge, map, bird’s eye view, village/town	map, journey, route, 3D map, environment,	London, capital city, UK, landmark, village, town, city, England, Scotland, Wales, N Ireland, The Shard, Buckingham Palace, the London Eye, Tower Bridge	landscape, environment, natural, man-made, England, Australia, Greece, compare, hot, cold, rural, urban, mountains, distance, climate, temperature.	local, environment, crops, environment, plants, trees, growing,	Camouflage, ocean, rock pool, cliff, beach, habitat, pollution, litter, sea creatures, Hunstanton beach, pebbles, rocks, tide, sand dunes
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our EYFS curriculum:</a></i>					
<b>Locational and place knowledge</b>	<i>Describes their relative position such as behind or next to (<a href="#">Aut – describing positions of different things at the park</a>)</i>					
<b>Human and physical geography</b>	<i>Talk about similarities and differences in relation to places. (<a href="#">Spr – making comparisons between local area and Australia and Greece</a>)</i>					
<b>Enquiry and investigation</b>	<i>Comment and ask questions about aspects of their familiar world such as the place they live. (<a href="#">Aut – studying their locality, asking questions about different types of houses and homes</a>)</i> <i>Show care and concern for living things and the environment. (<a href="#">Sum – learning about the ocean and the effects of pollution, discussing how we can help</a>)</i>					
<b>Fieldwork</b>	<i>Talk about the features in their own immediate environments and how environments might vary. (<a href="#">Sum – Looking at local environment and comparing it to other places around the world</a>)</i>					

<b>Interpret geographical sources</b>	Use a range of sources such as simple maps, photographs, magnifies and visiting local places. <i>(Aut – using maps, google earth, walking in local area, Spr – photos and flags)</i>					
<b>Communicate geographical information</b>	Arouse awareness of the features of the environments in the setting and immediate local area. <i>(Sum – look at locality and the local beach at Heacham/Hunstanton)</i>					
<b>Map work</b>	Be introduced to compass directions (NESW), draw their own maps using pictures, use a simple map to spot features. <i>(Aut – make 3D maps using small world/natural resources)</i>					
<b>Year 1 Knowledge</b>	<b>Spatial Sense</b> Aerial views, Maps, Location Compass points What makes a good map Drawing maps		<b>The UK</b> Countries (England, Scotland, Ireland, Wales) and important features, geographical differences, flags. <b>Norfolk and the Wash</b>		<b>Seven Continents</b> Asia, Europe, Africa, North America, South America, Australia, Antarctica: locations on globe, key features, monuments and native animals	
<b>Year 1 Vocabulary</b>	Aerial view, map, location, compass, key, navigate, perspective, satellite, country, world, locality, continent, ocean		England, Northern Ireland, Scotland, Wales union, United Kingdom, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall, Edinburgh, Cardiff, Red Dragon, daffodil, mountain, valley, peak, slope, summit, Republic of Ireland, Belfast, Saint Patrick, Gaelic, Giant's Causeway, shamrock, London, Buckingham Palace, Houses of Parliament, River Thames, city, countryside, Saint George.		Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, Continent, Europe, climate, ocean, border, North, South, East, West, mountain, plain, peninsula, physical, human, feature, equator, desert, grassland, jungle, savannah, rainforest, Asia, tropical, rainforest, monsoon, drought.	
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 1 curriculum:</i>					
<b>Locational and place knowledge</b>	Recognises familiar place name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas. Compare England to another place within the UK <i>(Spr – study of the UK, compare features)</i>					

<b>Human and physical geography</b>	Understand how countries within the UK differ. <i>(Spr – study of the UK, compare features)</i>					
<b>Enquiry and investigation</b>	Ask and answer simple geographical questions. Describe similarities and differences when studying places and features eg. Hot and cold places. <i>(Sum – learning about seven continents, looking at key features and comparing animals found in different places)</i>					
<b>Fieldwork</b>	Be able to walk around the school and describe their local area. <i>(Aut – investigate and draw map of their walk to school)</i>					
<b>Interpret geographical sources</b>	Make simple observations. Use a range of sources such as simple maps, globes, atlases and images. <i>(Spr – study of the UK, including important features, flags)</i> Know that symbols mean something on maps. <i>(Aut – drawing own maps)</i>					
<b>Communicate geographical information</b>	Use maps and other images to talk about everyday life eg. Where they live, journeys to school. <i>(Aut – create map with symbols for the park)</i> Draw, speak or write about simple geographical concepts such as what they can see where.					
<b>Map work</b>	Follow directions, use simple compass directions, draw picture maps of imaginary places and from stories, use own symbols <i>(Aut – draw map of classroom using aerial photo, use compass points to explain where things are in the classroom)</i>					
<b>Year 2 Knowledge</b>	<b>Spatial Sense</b>  My school site Drawing a map of my school Maps of the local area Using maps to plan a route Identifying locations on a globe or world map The Equator		<b>The British Isles</b>  Our continent, countries and capital city, flags, major England, Scotland, Wales, Ireland, cultural features of the British Isles		<b>Northern Europe</b>  Countries in Northern Europe, physical and human features, climate, languages, capital cities, animals and migration, Riversoald Amundsen <i>(Geese migrating to Snettisham)</i>	
<b>Year 2 Vocabulary</b>	Map, Globe, navigate, location, direction, ordnance survey, symbols, scale, equator, key, compass, Europe, continents		The United Kingdom, The British Isles, island, loch, valley, coastline, Munro, inhabited, uninhabited, water, surround, England, Ireland, Scotland, Wales Scotland, Northern Ireland, islands, Grampian Mountains, Hadrian's Wall, Edinburgh, Wales, Cardiff, Belfast, Dublin, Causeway, Atlantic Ocean		Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, lowlands, mountains, lakes coniferous, evergreen, forest, capital city, valley, lake, Northern Lights, fjord, climate, weather, Sami, snowplough, moose, beaver, lynx, adapt, migrate, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, South Pole, North Pole	
<b>Disciplinary concepts</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 2 curriculum:</i>					

<b>where knowledge is applied focusing on place, space and environment:</b>						
<b>Locational and place knowledge</b>	Locate hot and cold countries of the world. (Aut – identify locations on a globe, Sum – look at the climate in Northern Europe) Make comparisons between location on the Earth. (Sum – compare Northern Europe to UK – link Geese migrating to Snettisham) Understand how the Equator impacts the countries.					
<b>Human and physical geography</b>	Identify seasonal changes and climates. (Sum – When studying Northern Europe learn about climate)					
<b>Enquiry and investigation</b>	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns eg. Comparing their lives with those of children in other places. (Spr – British Isles study and look at culture of different countries in UK)					
<b>Fieldwork</b>	Be able to describe their local area. (Aut – map local area, draw map of school)					
<b>Interpret geographical sources</b>	Make simple observations. Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. (Aut – use map to plan a route) Use simple compass directions as well as locational and directional language when describing features and routes.					
<b>Communicate geographical information</b>	Express views about the environment and can recognise how people sometimes affect the environment. (Sum – study of Northern Europe which includes Geese migrating to Snettisham, looking and physical and human features and capital cities – how people affect a place) Create their own simple maps and symbols.					
<b>Map work</b>	Follow directions (NSEW), draw map of a real or imaginary place and add detail, begin to understand a key (Aut – create map of school)					
<b>Year 3 Knowledge</b>	<b>Spatial Sense</b> Maps, compasses and symbols, grid references, fieldwork, contrasting localities, physical and human geography. The draining of the Fens, local arable farming, turbines	<b>Western Europe</b> Countries and settlements in Western Europe Climate of Western Europe Trade in Western Europe France A comparison of London and Paris	<b>Settlements</b> Types of settlement including hamlet, village, town, city, settlements in the local area, compare and contrast settlements, population density in urban and rural areas, site and situation of settlements Kings Lynn, local villages, Norwich, surrounding counties	<b>Rivers</b> What is a river? River basins, springs, streams, valleys, rivers of Europe, Africa, Asia, South and North America and Australia, River Danube, River Thames, River Nile, River Niger, The Yellow, the Yangtze, the Ob, the Ganges and the Indus, the Murray, the Mississippi, the Amazon Holt Hall	<b>Asia- Japan</b> Landscape and location, weather and climate, feudal Japan, Japanese culture, Japanese architecture, comparison of urban and rural Japan, natural resources and trade	<b>London &amp; the South East</b> Introduction to the South East, looking at human, physical, land use over time in London, Canterbury, Brighton and Dover

<b>Year 3 Vocabulary</b>	Eight point compass, grid reference, symbols, key, human features, physical features, Ordnance Survey, climate, vegetation, landscape, economic trade, settlement, distribution, energy	Climate, temperate climate, trade, import, export, agriculture, The Alps, France, Germany, The Netherlands, Belgium, Switzerland, Austria, temperature poles, goods, cities and landmarks	Settlements, urban, rural, suburban, population density, conurbation, hamlet, village, town, city, services, infrastructure, transport, pictogram, evidence, ports, defence, coasts,	River, sea, source, stream, tributary, estuary, mouth of a river, river basin, drainage basin, watershed, waterway, urban, rural, freshwater, county, countries, continent	Island, Ocean, Asia, Capital City, Tokyo, Honshu, Hokkaido, Shikoku, Kyushu, natural disasters, monsoons, earthquakes, eruption, tsunamis, Archipelago, rural, urban, active, dormant, hot springs, fisheries, economy, import, export, raw materials, manufacturing, tradition, culture, Kimonos, origami	Eastern, region, county, Surrey, West Sussex, Kent, Houses of Parliament, The Shard, climate, trade, physical, human, population, heritage, features, Dover, pier, cliffs, coastline, weathering
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	<i>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</i>					
<b>Locational and place knowledge</b>	<i>Locate the world's countries. (Aut – study of Western Europe, Sum – study of Asia) Knowledge of local area and the UK. (Spr – study of settlements, including King's Lynn and Norwich comparison) Identify similarities and differences between geographical locations. (Aut – make a comparison between London and Paris)</i>					
<b>Human and physical geography</b>	<i>Identify key physical and human characteristics. Locate human and physical features. (Spr – settlements study, comparing and contrasting settlements)</i>					
<b>Enquiry and investigation</b>	<i>Ask and answer more searching geographical questions when investigating different places and environments. (Spr – settlement investigation, comparing with local area) Identify similarities, differences and patterns when comparing places and features.</i>					
<b>Fieldwork</b>	<i>Use fieldwork to observe, measure and record. (Spr – Rivers- Holt Hall trip)</i>					
<b>Interpret geographical sources</b>	<i>Make observations. Use a range of sources including digital maps, atlases, and aerial photos to research and present geographical information. Use eight compass points and recognise some Ordnance Survey symbols on maps. (Aut – spatial sense)</i>					
<b>Communicate geographical information</b>	<i>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. (Spr – linking settlements to population density and its impact) Communicate geographical information through a range of methods, including the use of ICT.</i>					
<b>Map work</b>	<i>Use 4 compass points to give/follow directions, use letter/number coordinates, make a map of a short route, know why a key is needed</i>					
<b>Year 4 Knowledge</b>	<b>Spatial Sense</b> Globes, the tropics of Cancer and Capricorn, scale, grid references, maps of our local area, changes to a locality over time, <b>Flooding of the Wash</b>	<b>Mediterranean Europe</b> Key places in Europe Climate of Mediterranean, food, farming, Landscapes, settlements	<b>Eastern Europe</b> Countries in Eastern Europe, climate, focus on Russia, human and physical features of Russia (focus on Moscow), language	<b>Northern Ireland</b> Northern Ireland, visits, comparison, Giants Causeway, Finn MacCool, Marble Arch Caves	<b>UK Geography: The South West</b> Dorset, Wiltshire, Cornwall, Devon, Somerset human and physical characteristics, key topographical features (including hills, mountains, coasts and	<b>Asia- China and India</b> Locating India and China Human and physical Geography of India Rivers of India Human and Physical Geography of China The Great wall of China

					<p>rivers), and land-use patterns and tourism</p>	
<p><b>Year 4 Vocabulary</b></p>	<p>lines of latitude and longitude, equator, prime meridian, tropic of cancer, tropic of Capricorn, scale, population, industry, transport</p>	<p>Mediterranean, Equator, Latitude, Eco system, The Gulf Stream, Colosseum, Peninsula, inhabit, coast line, Atlantic ocean, produce, Mountain range, lagoon, volcano, settlements</p>	<p>Balkans, Baltic countries, Cyrillic, human geography, physical geography, Steppe, Kremlin, Eastern Europe, Caspian Sea, Black Sea, Adriatic Sea, Baltic Sea, The Danube, Mount Elbrus, Caucasus Mountain, Russia, Moscow, St Petersburg</p>	<p>Ulster, Belfast, Londonderry, Republic, partition, Lough Neagh, Giant's Causeway, Unionists, Nationalists, province, counties, independence, border, volcano, eruption, legend, giant basalt, column, Finn MacCool</p>	<p>County, region, English Channel, Atlantic Ocean, The Gulf Stream, Doodle Door, erosion, stack, arch, distribution, population, tourism, Stonehenge, Tintagel Castle, Glastonbury Tor, Eden Project, pastoral, arable,</p>	<p>taj Mahal, Indus river, Indus Valley, civilisation, River Ganges, Shanghai, Great Wall of China, Qin Dynasty, Asia, China, India, Continent, Country, New Delhi, Beijing, Climates, Landscapes, Physical geography, Human Geography, sacred, fertile, pilgrimage</p>
<p><b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b></p>	<p>Disciplinary concepts within our planning. <i>Where this can be found in our Year 4 curriculum:</i></p>					
<p><b>Locational and place knowledge</b></p>	<p>Locate the world's countries. (<i>Aut – spatial sense</i>)          Understand types of settlement and land use and how they have changed over time. (<i>Aut – Mediterranean Europe – focusing on farming and settlements, Sum – UK study which looks at land-use patterns</i>)          Identify geographical similarities and differences between the UK and Asia (<i>Sum – study of Asia: China and India</i>)</p>					
<p><b>Human and physical geography</b></p>	<p>Identify key topographical features and human and physical features. (<i>Aut – spatial sense</i>)          Identify the signification of latitude, longitude, Equator, hemispheres.          Understand climate zones, biomes, rivers, mountains. (<i>Aut – climate zones in Mediterranean Europe then in Spr look at climate zones in Eastern Europe, Sum look at rivers, mountains in South-West of UK and then in Asia</i>)</p>					
<p><b>Enquiry and investigation</b></p>	<p>Ask and respond to more searching geographical questions, including 'how?' and 'why?' (<i>Spr – investigating Northern Ireland and asking questions about the mystery of Giant's Causeway</i>)          Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>					
<p><b>Fieldwork</b></p>	<p>Use fieldwork to observe, measure and record, compare and investigate.          Investigate local area (<i>Aut – spatial sense, looking at changes to locality over time</i>)</p>					
<p><b>Interpret geographical sources</b></p>	<p>Make observations.          Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.          Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. (<i>Aut – spatial sense, maps of local area and using grid references</i>)</p>					
<p><b>Communicate geographical information</b></p>	<p>Express their opinions on environmental issues and recognise that other people may think differently. (<i>Spr – look at tourism and it's impact on environment in South West of UK</i>)          Communicate geographical information through a range of methods, including digital maps, plans, graphs and presentations.          Express an opinion about geographical locations. (<i>End of unit assessments</i>)</p>					
<p><b>Map work</b></p>	<p>Use 4 compass points, begin to use 8, use letter/numbers coordinates confidently, make a simple scale drawing, use a key, begin to recognise some OS symbols</p>					
<p><b>Year 5 Knowledge</b></p>	<p><b>Spatial Sense</b></p> <p>Maps dividing the world into sections,</p>	<p><b>Mountains</b></p> <p>Mountains The Alps</p>	<p><b>British Geography</b></p> <p>East Anglia, The Midlands, Yorkshire and Humberside</p>	<p><b>Australia</b></p> <p>Explorers: Including James Cook</p>	<p><b>New Zealand and the South Pacific</b></p>	<p><b>Local Study</b></p> <p>Where we live, preparation for field work, desktop field</p>

	eastern and western hemispheres, maps: using coordinates to locate places, maps: drawn to different scales  Glaven River	The high peaks of the Himalayas, American mountains African mountains	human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and changes over time,	Australia: location, Major cities including Canberra, Sydney, Melbourne, Adelaide, Perth, Cairns, Darwin and Brisbane, the Outback, Uluru, or Ayers Rock, Aboriginal People, Transportation and the Gold Rush, Australian Animals.	New Zealand: North and South Islands, volcanoes and geysers, Maori People, Animals including the kiwi, the national symbol of New Zealand. The South Pacific: Melanesia, Micronesia, Polynesia	work, field work, charts and graphs of data, conclusions and reports of field work
<b>Year 5 Vocabulary</b>	Prime meridian line, longitude, latitude, eastern and western hemisphere, relief maps, equator, parallel, elevation, contours, gradient	Peak, range, Edmund Hilary, Tenzing Norgay, The Andes, Alps, Machu picchu, Mount Kilimanjaro, Erosion, Mount Blanc, Ice mummy, Altitude, Mountain ranges	industry, arable farming, pastoral farming, mining, national park, viaduct, valley, relief map, population, East Anglia, Yorkshire and Humberside, The Midlands, county, Fenland, sea level, crops,	industry, Aboriginal people, colony, settler, mining, Commonwealth, Biome, Terra Australis, diverse, physical geography, colonise, biodiversity, marsupial, invasive species, urbanisation	Auckland, Wellington, Christchurch, Pacific Ocean, Tasman Sea, Australian & Pacific plate, geyser, active, dormant, extinct, magma, lave, Polynesian Islands, haka, traditional, customs, extinct, flightless, predators, unique, conservation, endangered, reefs	rural, urban, land use, secondary data, primary data, observational data, aerial photograph, Fieldwork including observations, land use, maps, key, economic, wealth, distribution, house price, tally, observation, presentation, pie chart, bar chart, conclusions
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 5 curriculum:</i>					
<b>Locational and place knowledge</b>	Understand different settlements and use of land. <i>(Spr – British Geog studying land-use patterns, Sum – local study)</i> Show some understanding of the links between places, people and environments. <i>(Spr – Australia study starting with James Cook the explorer)</i>					
<b>Human and physical geography</b>	Explain trade links across the world. <i>(Spr – transportation links with Australia)</i> Locate biomes. <i>(Aut – spatial sense, focused study of mountains)</i> Be able to explain how other factors influence the geography of a place. <i>(Sum – New Zealand study)</i>					
<b>Enquiry and investigation</b>	Ask and respond to questions that are more causal eg. Why is that happening in that place? Could it happen here? <i>(Sum – plan, carry out and report on their own fieldwork study)</i> Recognise geographical issues affecting people in different places and environments.					
<b>Fieldwork</b>	Carry out fieldwork investigations <i>(Sum – local area fieldwork study)</i>					
<b>Interpret geographical sources</b>	Make complex observations. Use a range of maps and other sources of geographical information and select the most appropriate for a task. <i>(Sum – plan, carry out and report on their own fieldwork study)</i> Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.					
<b>Communicate geographical information</b>	Express and explain their opinion on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods eg. Digital maps, plans, graphs, presentations when communication geographical information. <i>(Sum – plan, carry out and report on their own fieldwork study)</i>					

<b>Map work</b>	<i>Use 8 compass points, use 4 figure grid references, use/draw a variety of thematic maps, use OS map symbols</i>					
<b>Year 6 Knowledge</b>	<b>Spatial Sense: World Geography</b>  Arctic and Antarctic Longitude and Latitude, Zones Round Earth, Flat Map World Time Zones The Mercator Projection GDP maps	<b>North American Geography</b>  The United States of America New England The Mid-Atlantic The South and The Mid-West Mountains and Coastlines Climates, trade and industry,	<b>South American Geography</b>  South America, Past civilisations and empires, The Andes mountains and the Atacama Desert Brazil, (agriculture and Industry), Amazon Rainforest	<b>Africa</b>  The Continent of Africa, Past Civilisations of Africa and empires - Mansa Musa, The Sahara Desert and Desertification, Food Security and key features of Kenya	<b>British Geography</b>  Wales, Scotland, England, local trade, local ports, Trade, industry, natural resources, steel and coal production <i>Local trade: Fish, lavender, tulips, medical supplies, Port of Felixstowe, Kings Lynn: grain, wood, scrap metal, pulses, cargo ships</i>	<b>Global Trade and Tourism</b>  International fair trade, where our food comes from, where our clothes are made, technology, tourist destinations around the world <b>Global Environmental Issues</b>  Deforestation, farming, sea level rise, population pressure, migration
<b>Year 6 Vocabulary</b>	Longitude, Latitude, Axis, The Poles, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Time Zone, Map Projection	State, biome, Mississippi River, urbanisation, coniferous, deciduous, tropical forest, savannah, temperate grassland, semi-desert, tundra, irrigation, Panama Canal, source, mouth, proximity, region	Pangea, rainforest, Subduction zone, Plateau, altitude, deforestation, biodiversity, urbanisation, favela, dense, sparse, quechua, quipu, emperor, engineering, government, communication, tectonic plate, subduction, geological, latitude, altitude, proximity, economy, arable farming, pastoral, farming, export, import	Diverse, resources, Savannah, development indicators, commodity, merchant, caravan, desertification, productive, sparsely, populated, uninhabitable, failed crop, affordable, nutritious, food security, cyclone, conflict, poverty, infestation, parasite, swarm, farming, climate change	Air pollution, synthetic, natural, pollutant, emissions, allergy, premature, commodity, industrial revolution, produce, storm surge, waterfront, merchant, trade, import, export, port	Fairtrade, sustainable, organisation, plantations, tourism, culture, global warming, fossil fuels, carbon dioxide, greenhouse gas, deforestation, eco-system, bio- degradable, recycling, pollution
<b>Disciplinary concepts where knowledge is applied focusing on place, space and environment:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 6 curriculum:</a></i>					
<b>Locational and place knowledge</b>	<i>Locate major countries and draw conclusions to their similarities and differences. (Aut- spatial sense and then subsequent comparisons when studying North America in Aut, Africa in Spr, UK in Sum) Understand how places have changed over time. (Spr – Africa and learning about past civilisations eg. Mansa Musa)</i>					
<b>Human and physical geography</b>	<i>Locate the key physical and human characteristics. Relate key features between places such as population size, rivers, landmarks, mountains. (Aut – N.America study looking at Mississippi River and urbanisation) Understand why others may have different points of view. Reflect on the importance of trade and tourism (Sum – Global trade and tourism – tourist destination around the world, fair trade)</i>					
<b>Enquiry and investigation</b>	<i>Ask and respond to questions that are more causal, eg. What happened in the past to cause that? How is it likely to be changed in the future? (Spr – Africa study – Desertification and the Green Wall – Why has this happened?) Make simple predictions and test simple hypotheses about people, places and geographical issues.</i>					

<b>Fieldwork</b>	Carry out and plan own investigations. ( <i>Spr – investigate local trade, eg. Fish, lavender, tulips, Kings Lynn port – grain, wood, scrap metal</i> )
<b>Interpret geographical sources</b>	Make complex observations. Interpret a wider range of geographical information and maps, including scale, projections, thematic and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. ( <i>Aut – spatial sense, including studying map projection</i> )
<b>Communicate geographical information</b>	Develop their views and attitudes to critically evaluate responses to local geographical issues of global issues and events. ( <i>Spr – Africa's Green Belt, Sum – deforestation, sea level rise, population pressure</i> ) Communicate geographical information using a wide range of methods including writing at increasing length. ( <i>Assessments</i> )
<b>Map work</b>	Use 8 compass points, begin to use 6 figure grid references, draw a variety of thematic maps and begin to draw plans of increasing complexity, use/recognise OS symbols and use atlas symbols