Curriculum Overview
Subject: Geography

	Autumn	Autumn	Spring	Spring	Summer	Summer
Nursery-see EYFS Overview for EYFS Outcomes	**Can you sing your favourite nursery rhyme?**	**What makes a good friend?**	**What colours can I see around me?**	**Which pet will I choose?**	**What is your favourite food?**	**Can you tell me a story?**
Early years outcomes	**3-4 year olds** **Talk about what they see.**	**3-4 year olds** **Continue developing positive attitudes about the differences between people.**	**3-4 year olds** **Use all their senses in hands on exploration of natural materials.** **Talk about what they see, using a wide vocabulary**	**3-4 year olds** **Begin to understand the need to respect and care for the natural environment and all living things** *Talk about what they see, using a wide vocabulary*	*3-4 year olds* *Begin to understand the need to respect and care for the natural environment and all living things* *Talk about what they see, using a wide vocabulary*	**3-4 year olds** **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos**
Concrete knowledge	**Know how to explore my environment.**	**Know who my teacher and friends are.** **Know that some things are different about us and some things are the same.**	**know how to ask simple questions about the world around me.** **Know the names of some natural materials.**	**Know that animals grow.** **Know that animals and living things need to be cared for.**	**Know that plants grow.**	**Know that there are different countries in the world.** **Know that places look different.**

Skill progression	I can name things in my classroom environment. I can name things in my outdoor environment.	I can take an interest in people around me by talking and playing alongside others.	I can take an interest in the world around me by commenting on and asking questions about what I see e.g. weather, seasonal observations, natural materials	I can talk about some of the things I have observed. I can name some ways to care for living things in the environment.	I can find plants in my school environment and talk about how they grow and change. I can name some ways to care for plants in the environment.	I can name 1-2 differences between the place I live and another place in the world.
Vocabulary	Classroom, playground	Teacher, friends	Weather, rain, sun, colour, tree, grass, flowers, leaves, *playground*	Grow, big, small	Plants, *grow, big, small*	Different, place, *tree, grass, playground, plants,* house, road,

Ambition – Community – Equality

Curriculum Overview
Subject: Geography

	Autumn	Autumn	Spring	Spring	Summer	Summer
Reception- see EYFS Overview for EYFS Outcomes	**What makes me great?**	**When do we celebrate?**	**Where do I live?**	**What job do I want to have?**	**How do things grow?**	**How do we get there?**
Early years outcomes	**Reception Understand that some places are special to members of their community** **Reception; Understand the effects of changing seasons on the natural world around them (Autumn changes)**		**Reception Draw information from a simple map** **Describe what they see, hear and feel whilst outside** **ELG; Describe their immediate environment using knowledge from observation, discussion and maps** **Recognise some similarities and differences between life in this country and life in other countries**		**Reception; Explore the natural world around them** **ELG; Make observations and draw pictures of animals and plants** **Reception; Recognise some environments that are different to the one in which they live**	*Reception; Recognise some environments that are different to the one in which they live* **ELG; Know some similarities and differences between the natural world around them and contrasting environments.** **ELG;**

						Understand some important changes in the natural world around them
			ELG; Explain some similarities and differences between life in this country and life in other countries, drawing on their experiences and what has been read in class			
Concrete knowledge	**Know that I live in a home in the world.** **Know what places are special to me and others in the community.** **Know some seasonal changes.**		**Know that a map is used to find places.** **Know; building, house, road, street and park, flat, bungalow.**		**Know that farms are places with lots of land called fields.** **Know that farms grow crops and keep animals.**	**Know that some countries are hotter and some are colder.** **Know that places look different.** **Know that there are different ways to travel to places.** **Know some similarities and differences between places (desert/Arctic)**
Skill progression	**I can name special places from photographs.**		**I can use a map to find a house, road and park.** **I can compare what is the same and different**		**I can sort and name farm animals.**	**I can identify similarities and differences between a cold place and a hot**

				between my life and the life of a child in a different country		I identify some crops and vegetables from photographs. I can use photographs to describe how farm land is different to the environment where I live. <mark>Fieldwork enquiry:</mark> <mark>I can observe and draw plants and animals</mark>	place using photographs.
Vocabulary	**Home, world, season**		**house, road, street, park, flat, bungalow, shop, map, the same, different**		**Farm, field, crops, farmer, animals, land, vegetables**	**Travel, journey, hot, cold, country, the same, different**

Curriculum Overview
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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y1	**What is in the world around me?**	**Am I making history?**	**How do we know Birmingham and London are cities?**		**Do all superheroes wear capes?**	
N/C objectives	**Science lessons: Identify seasonal weather patterns in the UK** **Use basic geographical vocabulary to refer to key physical/human features (weather, season)** **Use observational skills to study the geography of their school (weather during the school day)** **Topic lessons:** **Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (study the animals that live in these habitats)** **Use basic geographical vocabulary to refer to key human/physical features: woodland, forest, vegetation, soil, lake, river, mountain and hill**		**Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas using maps and atlases (Including characteristics of London/ Birmingham cities)** **Use basic geographical vocabulary to refer to key human features shop, house office, village, port, town and city** **Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features**			**Identify seasonal and daily Science lessons: weather patterns in the UK** *and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* **Use basic geographical vocabulary to refer to key physical/human features (weather, season)** **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment**

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	(identify these features and make models where appropriate/ look at art work/ paint pictures) **Use aerial photographs and plan perspectives to recognise basic human/physical features: woodland, forest, vegetation, soil, lake, river, mountain and hill** **Use directional language [for example, near and far, left and right] and compass points to describe the location of features on a map**				
Concrete Knowledge	**Science:** **Know which is the hottest and coldest season in the UK** **Know the names of and order of the seasons in the UK** **Topic:** **Know where the Equator, North Pole and South Pole are on a globe** **Know that hot areas are located near the Equator and**		**Know the names of the four countries of the UK, their capital cities and the surrounding seas** **Know the difference between a city and a village** **Know: shop, house, office, city, town, village, port and river** **Know their address, including postcode and know that they live in England** **Know the names of some landmarks in London and Birmingham**		**Science:** **Know which is the hottest and coldest season in the UK** **Know the names of and order of the seasons in the UK**

	cold areas are near to the North and South Poles Know: woodland, forest, vegetation, soil, lake, river, shop, hill, mountain and identify them in aerial photographs Know the difference between a hill and a mountain Know the 4 compass points Know the difference between a river and a lake (make models of these)			
Skill Progression	I can identify areas of vegetation, rivers, lakes and houses on an OS map (printable from DigiMap) I can use compass directions and near, far, left and right to describe the position of features on a map I can use a globe to identify the Equator and the North and South Poles (study animals that live in these habitats)		I can use an atlas to identify the countries of the UK, their capital cities and the 3 surrounding seas and label these on a map I can sort key features into city and village I can identify famous landmarks in photographs and aerial images of Birmingham and London (including the River Thames, port of London) I can identify house, office, city, town, village, port and river in aerial photographs and on plan view maps		Science: I can name the 4 seasons in order in the UK and identify their features Fieldwork enquiry: I can use observational skills to record the weather in my local area in a simple table

			I can sort human and physical features (taught in what is in the world around me? and London topic)		
Vocabulary	North Pole, South Pole, equator, climate, hot, cold, left, right, near, far, position, vegetation, north, south, east, west, compass, lake, river, hill, mountain, woodland, forest, soil, shop		port, office, river, city, town, capital city, country, shop, house, village, plan view, atlas, aerial photograph vegetation, human, physical,		Science: weather, climate, season, country, sea, city, observe, table, globe, atlas

Curriculum Overview **Subject: Geography**					
	Autumn	Autumn	Spring	Spring	Summer	Summer
Y2	**Why should I go to Sheldon?**		**What is it like in Africa?**		**Why do we visit the seaside?**	
N/C objectives	**Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment** **Use basic geographical vocabulary to refer to key physical and human features and devise a simple map (introduce airport, factory and farm by making models or visiting)** *Recap shop, house, office, village, town, city, forest, vegetation and soil learned in Y1* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features* **Devise a simple map, use and construct basic symbols in a key**		**Name and locate the world's 7 continents and 5 oceans using world maps, atlases and globes** **Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Kenya)** *Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*		**Use basic geographical vocabulary to refer to key human and physical features port, harbour, coast, sea, ocean, beach, cliff (identify these features while on fieldwork trip to Weston-Super-Mare/make models)** **Devise a simple map and use and construct basic symbols in a key** **Use simple compass directions to describe a route on a map (in context – Weston-Super-Mare)** *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*	

Concrete Knowledge	**Know that Sheldon is in Birmingham** **Know: airport, factory, farm and house (fieldwork)**	**Know that Kenya is in Africa and the UK is in Europe** **Know some similarities and differences between my local area and a small area in Kenya** **Know the difference between human and physical features** **Know the names of the 7 continents and at least 2 oceans** *Know where the Equator is and the North and South Pole and know that hot countries are located near the Equator and cold countries are near to the North and South Poles*	**Know: coast, sea, beach, cliff, ocean, port and harbour and identify in aerial images** **Know what a key is and use it to make a sketch map of a Weston-Super-Mare** **Know that the ocean is larger than the sea** **Know that the coast is where the land and sea meet** **Know a range of human and physical features (all features named in the NC for KS1)** **Know the names of the five oceans.** *Know the 4 compass points*
Skill Progression	**I can identify local landmarks by looking at aerial photographs and plan perspectives** **I can locate landmarks on maps (airport, factory, farm, office, house, town,** *forest, vegetation and soil*) **Enquiry Fieldwork: I can make a simple map of the local area and use basic symbols to construct a key (after fieldwork of the local area)** **Enquiry Fieldwork: I can present data in a pictogram**	**I can locate the UK and Kenya on a world map** **I can compare the human and physical features of my local area to a small area in Kenya** **I can use an atlas to locate the world's continents and at least 2 oceans** *I can find and label the Equator, North Pole and South Pole on maps and know countries near the Equator are hotter*	**I can use compass points to describe a route on a map** **I can draw a simple sketch map with a key (Weston-Super-Mare)** **I can use an atlas to locate the world's ==five== oceans.** *I can make a simple map of the Weston-Super-Mare and use basic symbols to construct a key (after fieldwork)*

Vocabulary	**human, physical, feature, airport, factory, farm, area, local, sketch map, symbol, key, landmark, plan view, vegetation, city, area**	**climate, vegetation, continents, oceans, compare, city, equator, globe, human, physical**	**human, physical, features, port, harbour, coast, sea, ocean, beach, cliff, landmark, direction, north, south, east, west, map, plan view, sketch map**

Curriculum Overview
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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y3	**How do I use a map?**	**How do natural disasters affect the world?**	**Stone Age to Iron Age: How has Britain changed?**		**Why is Greece popular?**	**What did the Ancient Greeks do for us?**
N/C objectives	**Name and locate geographical regions in the UK** **Identify land-use patterns and understand how some of these aspects have changed over time (Sheldon)** **OS maps: Use symbols and keys to build their knowledge of the UK** **Use 4-figure grid references** **Fieldwork: plan and follow a route on a map (before field work), find locations of the OS symbols (photograph these during fieldwork) and identify land-use patterns Draw sketch maps of the local area (post fieldwork)**	**Describe and understand key aspects of physical geography, including: volcanoes and earthquakes** **Locate the world's most significant features (volcanic and earthquake regions)**			**Locate countries in Europe concentrating on their key physical and human characteristics (*UK, Greece, Germany, France, Spain their capital cities*)** **Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere** **Use digital/computer mapping to locate European countries and describe features studied** **Human geography: land use, economic activity including trade links, and the distribution of natural resources including food (natural resources including marble and olives)**	

| Concrete Knowledge | Know the names of at least 4 regions in the UK

Know that Birmingham/Sheldon are in the West Midlands region (and locate on a map).

Know the symbols for footpath, rail, place of worship, house and school on an OS map

Know how land-use has changed over time (in Sheldon) | Know what the Earth's layers are and that the crust is made up of tectonic plates

Know at least 4 parts of a volcano and explain how a volcano erupts

Know the name of three different types of volcano (dormant, active and extinct)

Know the difference between magma and lava

Know what tectonic plates are and how their movement causes earthquakes and tsunamis

Know the location of key places that are affected by volcanoes and earthquakes (including the location of | | Know the location of Europe and at least 4 European countries and capital cities *(UK,* Greece, Germany, France, Spain)

Know where the Northern and Southern Hemispheres are on a map and that the Equator is the line that separates them (relate this to the location and climate of Greece)

Know some physical and human features of Greece (tourist destinations including Mt. Olympus, Acropolis, Olympia, mountains/hills, Greek islands)

Know some of the natural resources that are produced in Greece and how this contributes to their economy (jobs)

Know how tourism contributes to the economy in Greece | |

		Kilimanjaro and Vesuvius)			
Skill Progression	I can locate and label East Midlands, West Midlands, London, South East the South West regions on a map I can use OS map symbols on Digi Map to locate landmarks to plan a route I can draw a sketch map of the local using OS map symbols I can read and plot 4-figure grid references I can show the changes in land-use on a map (overlay map with tracing paper) <mark>Fieldwork enquiry: I can carry our a questionnaire</mark> <mark>Fieldwork enquiry: I can present information in a bar chart using Jit5 on an Ipad</mark>	I can label diagrams to show key geographical features • (Layers of the Earth: crust, mantle, outer core and inner core • Volcano: ash cloud, main vent, crater, conduit, layers of lava and ash, lava flow, magma chamber) • Earthquake: Earth's crust, epicentre, hypocentre, fault line, tectonic plate (cross-section diagram) I can use research and Digi Map to find out about key geographical features (tectonic plates and how they affect volcanoes the causes of earthquakes and tsunamis)		I can locate the countries that I am studying on a map *(UK,* Greece, Germany, France, Spain) I can research geographical information about a European country I can label the Equator and the Northern and Southern Hemispheres on a map	

| Vocabulary | land-use land patterns, landmark, OS map, OS symbols, footpath, rail, place of worship, country park, 4 figure grid reference, route, digital mapping | Volcano types: dormant, extinct, active, erupt, magma, lava, tsunami, Layers of the Earth: crust, mantle, outer core, inner core, tectonic plates, volcano: ash cloud, main vent, crater, conduit, layers of lava and ash, lava flow, magma chamber Earthquake: Earth's crust, epicentre, hypocentre, fault line, tectonic plate | | | capital city, northern/southern hemisphere, equator, tourist destination, economy, islands, tourism, natural resources | |

	Autumn	Autumn	Spring	Spring	Summer	Summer
Curriculum Overview **Subject: Geography**						
Y4	**Home or abroad?**	**What did the Romans do for us?**	**Why was Britain invaded by the Saxons and Vikings?**		**What is a biome?** **Why are rainforests and oceans important to our lives?**	

| N/C objectives | **Locate countries in Europe concentrating on their key physical and human characteristics** *(UK, Greece, Germany, France, Spain,* **Italy, Poland)** **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country (The Lake District and Northern Italy – Lake Garda and The Alps)** *Know the names of and locate at least 6 regions of the UK (East Midlands, West Midlands, Yorkshire and Humberside, East Anglia, London,* South West, South East, North West, North East) | | **Name and locate counties of the UK (within the West Midlands region)** *Use 4-figure grid references*, **symbols and key (including the use of OS maps) to build their knowledge of the UK (telephone box, post office,** *school, church*, **other relevant symbols to the area studied)** **Human geography, including: types of settlement and land use (Learn about a city, town, village and hamlet including land-use /farming)** **Use fieldwork to support a rural/urban village/town comparison** | **Physical geography: biomes - the**
 • **rainforest (vegetation and animals including adaptation)**
 • **ocean biome, world's oceans, physical features of The Great Barrier Reef)** **Locate countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** **Identify the position and significance the Tropics of Cancer and Capricorn (Locate and Tropic of Cancer and Capricorn in relation to the Amazon and world rainforests and represent on maps)** **Human geography:**
 • **the distribution of natural resources including energy, food, minerals and water**
 • **distribution of oil and gas, learn about how humans can impact the Great Barrier Reef, sustainability** **How aspects have changed over time (deforestation)** *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* |

| Concrete Knowledge | **Know the names of at least 6 European countries and their capital cities** *(UK, Greece, Germany, France, Spain,* **Italy, Poland)**

Know some human and physical differences between a region in the UK and a region in Europe (Northern Italy – Alps and Lake Garda and The Lake District) – tourism, economy, land-use and topography

Know the 8 points of a compass | | **Know the names of at least five counties in the West Midlands region**

Know the names and features of different types of settlements (hamlet, village, town, city)

Know the difference between a village and a town (land-use)

Know whether an area is urban or rural

Know the following OS symbols (telephone box, post office, school, church, any other relevant symbols to the areas studied)

Know how to carry out surveys including foot fall and traffic surveys | **Know the names of at least 3 South American countries**

Know where the world's rainforests/oceans are located including The Amazon Rainforest (tropical rainforest) and The Great Barrier Reef

Know at least 4 types of biome including the ocean and tropical rainforests

Know the different layers of the rainforest, (the forest floor, the understory, the canopy, the emergent layer) types of vegetation that grow in each layer and the animals that live there

Know the importance of the Amazon River to the settlements

Know that natural resources are produced in the rainforest (fair trade)/ocean (oil and gas)

Know that the ocean is a biome and can name some features of the ocean and rainforest biomes

Know how humans impact on the world:
Know what is meant by de-forestation and its impact on the world

Know how tourism affects The Great Barrier Reef (coral mining, overfishing, pollution) |

Skill Progression	I can locate and label the places that I am studying on a map (European maps: *(UK, Greece, Germany, France, Spain,* **Italy, Poland and their capital cities; The Lake District, The Alps and Lake Garda)** **I can use the 8 points of a compass and OS maps to plan a route (walking route around The Lake District)**		**I can use maps to identify settlements built by invaders *link to Saxons and Vikings history** **I can explain why settlements develop in certain locations** **I can find a city, town and village on a map of the West Midlands (Including Birmingham, Solihull and village Tanworth in Arden)** **I can use maps to compare the land-use of Solihull to the land-use of Tanworth in Arden**	**I can locate the Amazon Rainforest on a map of South America** **I can locate and label the Great Barrier Reef on a map** **I can use an atlas to label countries (Brazil, Peru, Argentina) on a map of South America** **I can identify the position the Tropic of Cancer and Capricorn in relation world rainforests** **I can research geographical information (Amazon rainforest settlements and how the Amazon river is important to them, natural materials produced in the Amazon rainforest and their importance for medicines)**

	I can use maps and research about the human and physical features (Northern Italy and The Lake District) I can compare the physical and human features of two places: tourism, economy, land-use and topography	**I can use OS maps to find the following features in Solihull town (church, Malvern Park, parking, golf course, information centre)** **I can use Digi Map to plan my route around Tanworth-in-Arden** *I can read and plot 4-figure grid references to locate key landmarks studied* ==**Fieldwork enquiry: I can use sketch maps to compare areas and make sketches of different features**== ==**Fieldwork enquiry: I can present my findings using bar charts and sketches (footfall and traffic survey)**== ==**Fieldwork enquiry: I can complete a public questionnaire, footfall survey, traffic survey and sketches.**==	I can record the average temperature and rainfall of the Amazon rainforest in graphs I can label diagrams to show key features (Ocean biome: The Trenches, The Abyss, Midnight Zone, Twilight Zone and Sunlight Zone) I can explain the environmental impact of human behaviour -Plastic pollution
Vocabulary	**continent, country, capital city, Northeast, Northwest, Southwest, Southeast, Europe, Western Europe, region, location/located, economy, topography, tourism, compass points**	**land-use types: industrial, retail, residential, leisure, agricultural, transportation footfall, survey, data, gather, 4-figure grid reference, symbols, ordnance survey map, compare, contrast, city, town, village, traffic, settle, benefits, paths, river, settlement, counties, region**	**biome, rainforest, Amazon, Tropic of Cancer, Tropic of Capricorn, climate, temperature, rainfall, the emergent layer, the canopy, the understorey, the forest floor, vegetation, climate zone, de-forestation, palm oil, lumber biome, ocean, habitat, coral reef, natural materials, pollution, erosion, overfishing, tourism, the trenches, the abyss, midnight zone, twilight zone and sunlight zone**

	Autumn	Autumn	Spring	Spring	Summer	Summer

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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y5	**What is a river's journey?**		**What were the achievements of the Ancient Egyptians?**		**Why does the USA have different climate zones?**	**Who were Britain's most famous monarchs?**
N/C objectives	**Name and locate key geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time (erosion)** **Locate the world's most significant features (rivers and mountain ranges)** **Use six-figure grid references, symbols and key (including the use of OS maps, use in class and on field work)** *and 8 compass points (during fieldwork for orienteering)* **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Carding Mill Valley taking measurements of the river, taking photographs of key features and using contour maps to find out valley heights and represent in graphs)** **Learn about physical geography, including: rivers, mountains and the water cycle**				**Locate the world's countries using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (USA, Canada, Mexico, Greenland)** **Physical geography, including: climate zones, biomes and vegetation belts (Characteristics of the biomes linked to vegetation and climate)** **Identify the position and significance of latitude, longitude, Equator,** *Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn*	Science: Day and night

	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	
Concrete Knowledge	**Know the different types of mountains and how they are formed** **Know at least 3 different parts of a river** **Know what human and physical features are in the area around Carding Mill Valley by using Digi Map** **Know the names and locations of some famous mountain ranges and the longest rivers in the world** **Know the names of some of the world's longest rivers and name some UK rivers (Trent, Avon, Severn and Thames)** **Know the names of some of the world's tallest mountains and name some UK mountain ranges (Pennines, Snowdonia, Cairngorms)**		**Know the names of 4 countries in North America (USA, Canada, Mexico, Greenland) and 4 major cities in the USA** **Know the names of at least 3 world biomes, climate zones and vegetation belts** **Know some features of a desert, grassland and deciduous forest** **Know that the capital city of the U.S.A is Washington D.C** **Know 3 American landmarks**	**Science:** **Know that the earth rotates on its axis and that this causes day and night**

| Skill Progression | I can label diagrams to show key geographical features of:

• rivers: tributary, estuary, floodplain, meander, mouth, source
• mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope
• how different types of mountains are formed: fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains
• the different stages of a water cycle

I can read and plot 6-figure grid references (to refer to OS map symbols)

I can use Digi Map to find out the height of hills and mountains using contour lines (Carding Mill Valley and other key mountains in the UK)

I can draw a sketch map (Carding Mill Valley using OS map symbols)

~~*I can use the 8 compass points (during fieldwork orienteering)*~~

==Fieldwork enquiry: I can measure the speed, depth and width of a river==
==Fieldwork enquiry: I can record my data in a chart== | | I can locate and label the places that I am studying on a map (North American countries: USA, Canada, Mexico and Greenland; cities in the USA)

I can explain how the latitude affects the different climate zones, vegetation belts and biomes in the USA

I can find the coordinates of key North American cities using longitude and latitude

I can draw graphs to compare the temperature of different climate zones (line graphs) | Science:
I can explain how day and night occurs |

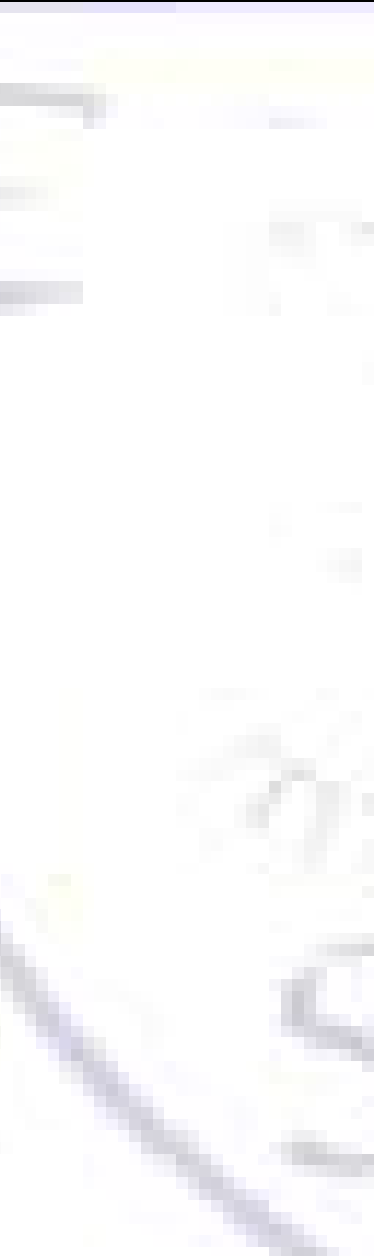|				
	Fieldwork enquiry: I can look for evidence of erosion **Fieldwork enquiry: I can present my data using a line graph**			
Vocabulary	**rivers: tributary, estuary, floodplain, meander, mouth, source** **mountains: base, plateau, face, mountain range, ridge, tree line, summit, snowline, slope, landscape** **how different types of mountains are formed: fold mountains, fault-block mountains, dome mountains, volcanic mountains, plateau mountains** **Ordinance Survey Map: 6-figure grid reference, symbol, contour lines**		**biome, climate zones, vegetation belts, desert, grassland, deciduous forest, city, country,state, latitude, longitude, coordinates, arid, temperate, Mediterranean, polar, tropical, temperature, rainfall, graphs**	**Science:** **Earth, sun, axis, spin, moon,**

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Y6	**Mexico and the Maya: what has been their impact on Birmingham?**		**What was the impact of WW2 on Birmingham?**		**How do I look after myself?**	
N/C objectives	**Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (Mexico City and Snowdonia – climate, tourism, land-use, physical and human features)** **Describe and understand keys aspects of human geography: trade links and distribution of natural resources including energy, food, minerals and water** **Physical geography, including: climate zones, biomes and vegetation belts (Characteristics of the desert biome - link to vegetation and climate)** **Identify the position and significance the Prime/Greenwich Meridian and time zones (including *day and night)*** **Locate the world's most significant features (deserts) I***dentify the*		**Name and locate counties and cities of the UK, and understand how some of these aspects have changed over time (East coast of England, use the atlas index to locate)** *Locate the world's countries, using maps to focus on Europe* **(including the location of Russia).** *Relate to the countries involved in battle* **Use 6-figure grid references (Focus on the West Midlands – research and locate bomb sites and plot 6-figure grid references)**			

	position and significance of latitude and longitude *Locate the world's countries, using maps to focus on North America (Locate Mexico, USA, Canada and Greenland)* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*			
Concrete Knowledge	**Know key similarities and differences between Mexico City and Snowdonia including climate (rainfall and temperature), economy including tourism, land use and human/physical features** ==(Know what is exported and imported between the UK and Mexico trade links map) Moved from Victorians topic== **Know the key features of a desert biome** *Know the names of at least 4 North American countries and 4 North American major cities*		**Know the names of and locate at least** ==*6 UK counties*== **and** ==6== **major UK cities** *Know the names of at least* ==7== *European countries and their capital cities* ==*(UK, Greece, Germany, France, Spain, Italy, Poland,*== **Russia)**	

| Skill Progression | I can use physical/landscape/digital OS maps to compare the physical/human features of Mexico City and Snowdonia

I can write the coordinates of a place using the lines of longitude and latitude (Mexico City and other Mexican cities)

I can locate and label the places that I am studying on a map (world deserts including Chihuahuan Desert and a map of Mexico including Mexico City and other major cities in Mexico)

I can use research to find out key geographical information about a place that I am studying:
- climate (rainfall and temperature)
- economy including tourism
- land use
- human/physical features
- natural materials produced in Mexico (iron, lead, zinc, gold, silver, copper and other minerals)
- Trade links with the UK

I can find the Prime Meridian on Digi Map | | I can use an index and atlas to find the location of the places that I am studying (counties and cities)

I can locate places in West Midlands that were bombed in the Blitz on OS maps and refer to them by plotting and using 6-figure grid references

I can use OS maps on Digi Map to find a new evacuee location and describe human and physical features in that area and I can describe why this would be a good location to escape during the war

IS THIS NEEDED; JACK FOUND THIS DIFFICULT AS OS MAPS ARE OF SPECIFIC AREAS SO DIFFICULT TO ACHIEVE THIS | - |
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	I can use a time zone map on Digi Map to calculate the times in different places **I can draw graphs (rainfall and temperature) and use them to compare the climate of two places (line graphs)**				
Vocabulary	**landscape, rainfall, temperature, sunlight, cities, airports, rivers, mountain range, desert, vegetation, climate, trade, export, economic activity, distribution of natural resources, iron, lead, zinc, gold, silver, copper, minerals, Prime Meridian, time zone, East, West, longitude, latitude, trade links, Prime meridian, time zone, average,** **6 figure grid reference, county, river, railway, port, city, town, village, hamlet**		**6-figure grid reference, coordinate, plot, index, location, counties, region**	