



### Compass Curriculum Drivers

	In all subjects...	In Geography, this looks like...
Citizenship	We want children to flourish in their sense of self-worth and through this have respect for others. Our curriculum promotes an appreciation and respect for diversity through a celebration of heritage, culture and religion so that all are encouraged to be inclusive, open minded and be ready and willing to develop new friendships. Our learners are encouraged to speak out against injustice.	<ul style="list-style-type: none"> <li>• Exploration of Dorset geography, by utilising educational visits to local places and using local resources.</li> <li>• Develop children's understanding of their place in the world and how they can effect change.</li> <li>• Understanding that there are similarities as well as differences regarding where and how people live</li> </ul>
Oracy	We prioritise speaking and listening and recognise that developing speaking and listening skills needs to be at the heart of teaching and learning at St John's CE Primary School. We aim to develop children's speaking skills and also prioritise opportunities to learn through talk. We see oracy as part of the school's pedagogy, not a standalone lesson or subject and we expect it to be a valued feature in all aspects of school life.	<ul style="list-style-type: none"> <li>• Providing children opportunities to develop their understanding through discussion and talk techniques.</li> <li>• Giving opportunities to children to voice their own opinions and challenge others during a debate in a safe environment. This will allow them to nurture curiosity to find out more.</li> <li>• Developing geographical vocabulary to be able to effectively communicate knowledge and ideas</li> </ul>
Mastery and mind set	We want every child to develop a love of learning by ensuring that they have a deep, long-term, secure and adaptable understanding of the subjects they are taught. Through the language we use, activities we plan into our lessons, and by modelling it with our own behaviour we encourage pupils to adopt a growth mind set. We want children to take risks and know that through making mistakes we learn and improve. We want children to have courage and resilience to keep going, even when things are hard.	<ul style="list-style-type: none"> <li>• Careful sequential planning of the curriculum so that every child is equipped with knowledge, skills and vocabulary needed to embrace geography and to prepare them for the next stage in learning.</li> <li>• Substantive geographical concepts are deepened such as: processes, change and sustainability.</li> <li>• Geography units are planned to ensure opportunities for children to retrieve and apply prior knowledge.</li> </ul>
Past/present/place	We aim to promote a sense of belonging and purpose throughout teaching and learning at St John's CE Primary School. Through learning about the past we identify ways to create a better future. We want our learners to appreciate that our world is precious and needs to be looked after. We seek to grow courageous advocacy in our learners so that children experience how they can also be game changers and activists to make changes for the better.	<ul style="list-style-type: none"> <li>• Ensuring that children learn about local geography as well as the opportunities to learn about national and international places.</li> <li>• Enabling children to develop their own sense of place in the world</li> <li>• Studying changes in settlements over time beginning to think about sustainable development for the future.</li> </ul>
Aspiration	We want all our children to aspire and to live their lives to the full. We understand that we need to broaden their horizons through rich experiences of the world. We provide a supportive environment in which to nurture their interests and self-belief and seek to offer high quality opportunities in order for each individual to become aware of their own potential for success.	<ul style="list-style-type: none"> <li>• Children learn about a range of people who live in different environments around the world.</li> <li>• Geographical figures such as David Attenborough and Greta Thunberg show children what is possible if they passionately believe in a cause and their own ability.</li> <li>• Connections with the local community help support and nurture of a sense of agency, allowing children to see where they can be a part of changes on a local scale.</li> </ul>
Self Esteem	We know that in order for our learners to achieve they need to develop the social and emotional skills needed to access learning and develop positive relationships underpinned by a sense of understanding, justice, empathy and respect for themselves and others. This sits alongside a total commitment to high quality teaching and learning that is experienced by every child no matter what their starting points might be, underpinned by high expectations and targeted intervention to ensure that success can be celebrated for every child and their family.	<ul style="list-style-type: none"> <li>• Provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.</li> <li>• Opportunity for discussion and questioning through lessons, developing empathy and respect.</li> <li>• Teachers plan for where support is needed, allowing barriers in learning to be overcome and all children to access the curriculum.</li> </ul>
Spirituality	We prioritise time and space to offer children at St John's CE Primary School opportunities to reflect, think upon and value creativity, beauty and amazement through our curriculum. We promote and offer opportunities to explore spirituality throughout all that we do. We value this as a treasured opportunity to ensure that our children develop good mental health, have opportunities to experience peace, acceptance and appreciation of wonder therefore growing in their understanding of themselves, others, the world and beyond.	<ul style="list-style-type: none"> <li>• Wonder at the diversity of environments and people</li> <li>• Questions about the care of the environment</li> <li>• The beliefs behind particular causes and campaigns</li> <li>• The spiritual effects of natural and physical environments</li> <li>• Empathy with people from other parts of the world</li> <li>• The commitment of significant people in geography</li> <li>• The nature and importance of invention and exploration</li> <li>• The commitment of significant people in different geographical locations</li> <li>• War and peace</li> </ul>

## Enquiry led units

Years 1 and 2	Why does it matter where our food comes from?	How does the weather affect our lives?	What is the geography of where I live?	Why do we love being by the seaside so much?	How does the geography of Kampong Ayer compare to the geography of where I live?	Why don't penguins need to fly?
Years 3 and 4	How and why is my local area changing?	Why do some earthquakes cause more damage than others?	What is the sunshine state really like?	Why do so many people live in megacities?	How can we live more sustainably?	Why are jungles so wet and deserts so dry?
Years 5 and 6	How do volcanoes affect the lives of people on Hiemaey?	What is a river?	Why are mountains so important?	Why do huge quantities of plastic waste accumulate at the centre of ocean gyres?	Why is fair trade fair?	How is climate change affecting the world?

Substantive Concepts – these are the concepts that give a subject substance or content. These support the learner to make links in their understanding. They support the narrative of the discipline. The key concepts identify the content or focus areas of study at different places such as weather, climate, biome, ocean, city, resources etc.

	Place and Locational knowledge		Human and Physical geographical knowledge		
	UK	The World	Climate	Natural features	Human features
EYFS	Place where I live Town, village	Country I live in Comparison of Africa and Antarctica	Local weather	Oceans Land	Home town, local community (shops, library, church)
KS1	Countries, seas, capitals of UK cities	Continents and Oceans Features of Non-European country Hot and Cold Places (Equator and Poles)	Weather	Woodland Coasts	Towns, cities, landmarks, houses
LKS2	Countries, rivers, major cities	European Countries N and S American countries Longitude and Latitude	Weather and climate	Rivers Earthquakes Rainforests	Settlements Cities Sustainability
UKS2	Geographical regions, key topographical information	European Countries and regions Antarctica	Climate change	Mountains Volcanoes National Parks	Trade Transport Energy

## Second order concepts

Second order concepts define the questions that drive the investigations geographers carry out in places. They can all be applied across the entire subject and everyone is interconnected. The second order concepts used to share our enquiry questions are:

	<b>Location</b> The precise site, position, or situation of a place.	<b>Scale</b> The size or extent of the area of the place e.g. local, regional, national, international, or global.	<b>Distribution</b> The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.	<b>Processes</b> The natural or human events and actions occurring in a place that maintain equilibrium or cause change.
<b>Change</b> The alteration or modification of places over time as a result of natural and/or human processes.	<b>Interaction</b> How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.	<b>Interdependence</b> The degree to which what happens in one place impacts positively or negatively on what happens in another.	<b>Sustainability</b> The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.	<b>Diversity</b> The variety and distinctiveness of the physical and cultural composition of the society of a place.

## Disciplinary Knowledge

Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The geography enquiries ensure that pupils are progressively challenged to achieve these outcomes as they move through the school. This progression reflects increasing mastery of the subject, which is highlighted in the learning objectives of each investigation.

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## Progression of Substantive Concepts

EYFS	KS1	LKS2	UKS2
<b>Locational Knowledge</b>			
<b>UK and Local Area</b>			
<ul style="list-style-type: none"> <li>• I know the name of the town where I live</li> <li>• I know the names of some other places in the UK and some other countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>• I name, locate and identify characteristics of the four countries in the UK</li> <li>• I name and locate the capital cities of the United Kingdom</li> <li>• I name and locate the surrounding seas of the UK on a map</li> <li>• I name and locate the village, nearest town and county that I live in on a map</li> </ul>	<ul style="list-style-type: none"> <li>• I locate major cities in the UK on a map</li> <li>• I locate major UK rivers on a map</li> <li>• I locate and describe where in the UK I live</li> <li>• I can name nearby counties to Dorset</li> <li>• I can name and locate on a map the south coast, including local landmarks and Weymouth Bay</li> </ul>	<ul style="list-style-type: none"> <li>• I locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change</li> <li>• I know my own area, some of their distinct characteristics and how some of these have changed over time</li> <li>• I recognise broad land-use patterns of the UK</li> <li>• I name and locate famous hills and mountains</li> </ul>
<b>The World</b>			
<ul style="list-style-type: none"> <li>• I know the name of the country I live in and other countries that are important to me</li> </ul>	<ul style="list-style-type: none"> <li>• I know the name of the country I live in and other countries that are important to me</li> </ul>	<ul style="list-style-type: none"> <li>• I locate countries in Europe</li> <li>• I locate countries and South America</li> <li>• Use the words continent, country, state and city correctly to describe the scale of a location</li> <li>• I can identify the lines of latitude on a world map</li> </ul>	<ul style="list-style-type: none"> <li>• I identify regions of North America</li> <li>• I begin to identify the countries and capital cities of Europe</li> <li>• I locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation</li> </ul>
<b>Place Knowledge</b>			
<ul style="list-style-type: none"> <li>• I talk about similarities and differences about where I live and other places I have been or seen</li> <li>• I know the name of the place where I live</li> <li>• I talk about the lives of the people around me and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and describe the physical and human geography of my local area</li> <li>• I can describe some of the key features and landmarks in my locality.</li> <li>• I can describe the physical and human geography of a distant place</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise physical and human features of a range of environments (earthquake zones, rivers, climate zone and biomes)</li> <li>• I explain how natural disasters cause environmental change</li> </ul>	<ul style="list-style-type: none"> <li>• I explain and give reasons for how a region has changed and how it is different from another region of the UK</li> <li>• I describe a region of Europe and North or South America, its physical environment and climate, and economic activity</li> </ul>

	<ul style="list-style-type: none"> <li>I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country</li> </ul>	<ul style="list-style-type: none"> <li>I explain how land use and development affects natural resources</li> <li>I understand the impact of deforestation on the rainforest</li> <li>I explain how different organisations work to protect rainforests</li> <li>I recognise how settlement can change how land is used</li> </ul>	<ul style="list-style-type: none"> <li>I have a good understanding of my local town and its surroundings</li> <li>I can explain how geographical features are affected over time.</li> <li>I describe how some places are similar and dissimilar in relation to their human and physical features</li> </ul>
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### Human and Physical Geography

#### Human Geography

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>I talk about the weather and how I can keep myself warm or cool</li> <li>I use geographical vocabulary such as town, hill, house and road.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and describe a man made environment and describe it using basic geographical vocabulary</li> <li>I can identify why people choose to live in different environments</li> </ul>	<ul style="list-style-type: none"> <li>I can find tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>I explain how a place has changed and suggest how it might change in the future</li> <li>I explain the choices for a settlement</li> <li>I identify and sequence a range of settlement sizes from a village to a city.</li> <li>I describe the characteristics of settlements with different functions, e.g. megacities</li> <li>I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> <li>I understand the potential impact that a range of factors can have on quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the interconnectedness and interdependence of the world in which we live.</li> <li>Understand what international trade entails – manufacture, buying and selling of goods and services, imports and exports, fair trade</li> <li>I compare and give reasons for the economy of a place in Europe or North/South America</li> <li>Know and understand what life is like in cities and in villages and in a range of settlement sizes</li> </ul>

## Physical Geography

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• I talk about the weather and how I can keep myself warm or cool</li> <li>• I use geographical vocabulary such as town, hill, house and road.</li> </ul>	<ul style="list-style-type: none"> <li>• I use basic geographical vocabulary when identifying physical features</li> <li>• I can name the four seasons</li> <li>• I can identify and describe seasonal weather patterns in the UK.</li> <li>• I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to learn about sustainability, locally sourced food, and what it means to be environmentally friendly.</li> <li>• I can describe the water cycle in sequence, using appropriate vocabulary</li> <li>• I can describe how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert</li> <li>• I can describe the key physical processes and resulting landscape features of rivers</li> <li>• Develop the understanding of key concepts such as climate, economic activity, environmental management, and sustainability and make judgements about the interaction between people and the environment, e.g. through the study of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the effects of global warming, greenhouse gas emissions, climate change</li> <li>• I study how changes in the environment can affect the weather and climate</li> <li>• I can describe the key physical processes and the resulting landscape features of mountains and volcanoes</li> </ul>

## Geographical Skills and Fieldwork

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• I look closely at and can describe some similarities, differences, patterns and changes</li> <li>• I know that an atlas contains maps and that a globe shows the countries of the world</li> <li>• I use simple directional and positional language</li> <li>• I recognise some famous or familiar landmarks in photographs</li> </ul>	<ul style="list-style-type: none"> <li>• I use maps, atlases and globes to locate the U.K and its countries</li> <li>• I locate countries, continents and oceans using geographical resources</li> <li>• I create a simple map</li> <li>• I use simple compass directions (N,S,E,W) and locational directions (Near and Far, Left and Right) to describe a location and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>• I find out about places and the features of those places by either going to that place or looking at information sources</li> <li>• I use sentences, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places</li> <li>• I describe different points of view on an environmental issue affecting a locality</li> </ul>	<ul style="list-style-type: none"> <li>• I identify which physical and human features a place has. I use geographical vocabulary to give reasons for this</li> <li>• I map land use of a location and devise my own criteria e.g. leisure, retail, residential</li> <li>• I use atlases, maps, globes and aerial photographs to competently research a location</li> </ul>

	<ul style="list-style-type: none"> <li>• I use aerial photographs to identify landmarks and basic human and physical features</li> <li>• I construct basic symbols in a key for a map</li> <li>• I use a basic key to locate and draw symbols on a map</li> <li>• I record data in simple fieldwork to study the human and physical features of my local area</li> <li>• I use my observational skills to communicate and record the human and physical features of my locality</li> </ul>	<ul style="list-style-type: none"> <li>• I use vocabulary related to human and physical features</li> <li>• I make detailed field sketches and digital images</li> <li>• I use atlases, maps and globes and identify the equator, hemispheres and Tropics to research a location</li> <li>• I use aerial photos and a range of other sources to observe features</li> <li>• I draw a plan or map using 4 figure grid references, keys and symbols and begin to recognise scale</li> <li>• I use Google Earth to identify local features</li> <li>• I discuss and present opinions about environmental issues using a range of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• I collect statistics about people and places and choose the most appropriate way to present them</li> <li>• I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue with supporting reasons</li> <li>• I confidently use geographical vocabulary in different contexts</li> <li>• I make detailed sketches and digital images, making careful measurement of patterns</li> <li>• I identify the position and explain the significance of latitude, longitude, equator, hemisphere and the Tropics</li> <li>• I use aerial photographs and a range of sources to identify patterns e.g. settlements</li> <li>• I look at and make detailed maps including keys, 4 and 6 figure grid references and scale</li> <li>• I use Google Earth to identify man-made and natural physical features</li> <li>• I use knowledge of time zones to work out journey times around the world</li> </ul>
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These are the second order concepts for geography

<p><b>Environment</b> The surroundings of a place in which a person, animal or plant lives and interacts.</p>	<p><b>Location</b> The precise site, position, or situation of a place.</p>	<p><b>Scale</b> The size or extent of the area of the place e.g. local, regional, national, international, or global.</p>	<p><b>Distribution</b> The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.</p>	<p><b>Processes</b> The natural or human events and actions occurring in a place that maintain equilibrium or cause change.</p>
<p><b>Change</b> The alteration or modification of places over time as a result of natural and/or human processes.</p>	<p><b>Interaction</b> How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.</p>	<p><b>Interdependence</b> The degree to which what happens in one place impacts positively or negatively on what happens in another.</p>	<p><b>Sustainability</b> The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.</p>	<p><b>Diversity</b> The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>

### Progression of Second Order Concepts

	EYFS	KS1	LKS2	UKS2
	<b>Environment</b>			
	<ul style="list-style-type: none"> <li>I can describe my immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe the physical and human geography of my local area.</li> <li>I can describe the physical and human geography of a distant place.</li> <li>I can recognise and describe a natural environment and describe it using key vocabulary</li> <li>I can identify and describe the physical and human features of beaches.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise physical and human features of a range of environments (earthquake zones, rivers, climate zone and biomes)</li> </ul>	<ul style="list-style-type: none"> <li>I describe a region of Europe and North or South America, its physical environment and climate, and economic activity.</li> </ul>

Possible questions	What can you see here? Who lives here?	What can you see? Is it manufactured (human) or natural (physical)? How do you know? What are the similarities between the capital cities of the UK?	I can identify what a place is like. What and who will I see in this place? Why are these people here and what are they doing?	<ul style="list-style-type: none"> <li>How does this place compare to your local environment?</li> <li>If the climate was different, would the jobs change?</li> </ul>
<b>Location</b>				
	<ul style="list-style-type: none"> <li>I know the name of the town where I live</li> <li>I know the names of some other places in the UK and some other countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>I name, locate and identify characteristics of the four countries in the UK</li> <li>I name and locate the capital cities of the United Kingdom</li> <li>I can locate countries on a climate map of the world.</li> <li>I name and locate the surrounding seas of the UK on a map</li> <li>I name and locate the village, nearest town and county that I live in on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I locate countries in Europe</li> <li>I locate countries and South America</li> <li>I can identify the lines of latitude on a world map.</li> <li>I can locate places at different elevations</li> </ul>	<ul style="list-style-type: none"> <li>I locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>I name and locate famous hills and mountains</li> </ul>
Possible questions	Where do you live? Town? City? Countryside? What country do we live in?	Know what country we live in Know what countries are in the UK? Name the capitals of the UK countries Locate Weymouth on the UK map Locate the 7 continents and 5 oceans <ul style="list-style-type: none"> <li>CONTINENT – Which continent is it in?</li> </ul>	<ul style="list-style-type: none"> <li><b>HEMISPHERE</b> - Which hemisphere(s) is it in?</li> <li><b>OTHER PLACES</b> - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?</li> <li><b>TIMEZONE</b> - Which timezone(s) is it in?</li> <li><b>CLIMATE</b> - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)</li> <li><b>LATITUDE</b> - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of</li> </ul>	<ul style="list-style-type: none"> <li><b>HEMISPHERE</b> - Which hemisphere(s) is it in?</li> <li><b>OTHER PLACES</b> - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?</li> <li><b>TIMEZONE</b> - Which timezone(s) is it in?</li> <li><b>CLIMATE</b> - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)</li> <li><b>LATITUDE</b> - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>OCEANS AND SEAS</b> – Which oceans or seas are nearby?</li> <li>• <b>WEATHER</b> – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?</li> <li>• <b>WHO AND WHAT</b> – Who (people) and what (animals and plants) live there?</li> <li>• <b>SEE</b> – What would we see there? What is natural? What has been made by humans?</li> </ul>	<p>Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?</p> <ul style="list-style-type: none"> <li>• <b>US</b> - Where is it in relation to our village/town/city/county/country?</li> <li>• <b>BODIES OF WATER</b> - Which bodies of water are nearby?</li> </ul>	<p>Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?</p> <ul style="list-style-type: none"> <li>• <b>US</b> - Where is it in relation to our village/town/city/county/country?</li> <li>• <b>BODIES OF WATER</b> - Which bodies of water are nearby?</li> </ul>
<b>Scale</b>				
	<ul style="list-style-type: none"> <li>• Local area</li> <li>• A few countries from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Locality</li> <li>• UK cities</li> <li>• Continents</li> <li>• Some global case studies (non-European)</li> </ul>	<ul style="list-style-type: none"> <li>• Local</li> <li>• Cities around the world</li> <li>• Global case studies</li> <li>• Europe</li> <li>• South America</li> <li>• Use the words continent, country, state and city correctly to describe the scale of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Local</li> <li>• Other areas of UK and Europe</li> <li>• Asia</li> <li>• Antarctica</li> <li>• North America</li> <li>• I know my own area well, some of their distinct characteristics and how some of these have changed over time.</li> </ul>
<b>Distribution</b>				
	<ul style="list-style-type: none"> <li>• I know some places are hot and some are cold</li> <li>• I can use aerial photos to observe local features</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>• I can view Google Earth/use Digimaps to identify features</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise physical and human features of a range of environments (earthquake zones, rivers, climate zone and biomes)</li> <li>• I can find tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>• I explain the choices for a settlement</li> </ul>	<ul style="list-style-type: none"> <li>• I describe a region of Europe and North or South America, its physical environment and climate, and economic activity.</li> <li>• I use Google Earth/ Digimaps to identify man-made and natural physical features</li> <li>• I use aerial photographs and a range of sources to identify patterns e.g., settlements</li> </ul>

		<ul style="list-style-type: none"> <li>• I can use aerial photos to observe local features</li> <li>• I can describe and offer reasons for European flight destinations.</li> <li>• I can explain the distribution of seashells on a beach</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and sequence a range of settlement sizes from a village to a city.</li> <li>• I describe the characteristics of settlements with different functions, e.g., megacities</li> <li>• I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> <li>• I use Google Earth/ Digimaps to identify local features</li> <li>• I use aerial photos and a range of other sources to observe features</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise broad land-use patterns of the UK.</li> </ul>
Possible questions	What different environments can we find around our school?	Which areas of the world are hottest? Why? Why are the poles colder? What is the land used for in our local area? Why do people fly to different beaches around the world?	How was the land used here now and in the past? What types of settlement are found here? What kinds of economic activity happen here? Which natural resources can be found here?	Evaluate the land use here now and in the past? What types of settlement are found here? Why? What kinds of economic activity happen here? Why? Which natural resources can be found here?
Processes				
	<ul style="list-style-type: none"> <li>• I talk about the weather and how I can keep myself warm or cool</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and describe seasonal weather patterns in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe and explain the water cycle in sequence, using appropriate vocabulary</li> <li>• I can describe the key physical processes and resulting landscape features of rivers</li> <li>• I can describe the processes related to earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the key physical processes and the resulting landscape features of mountains and volcanoes.</li> </ul>
Possible questions		Why does the weather change in different parts of the world?	What is the river source? Explain why the course of a river changes from source to mouth. Why do earthquakes happen?	Give 2 examples of different types of mountains? How are they made? Evaluate why people live near volcanoes
Change				

	<ul style="list-style-type: none"> <li>• I can change landscapes through play</li> <li>• I talk about the weather and how I can keep myself warm or cool</li> <li>• I experience changes that are important to my own life – family, house, pets, garden</li> <li>• I look closely at and can describe some similarities, differences, patterns and changes</li> </ul>	<ul style="list-style-type: none"> <li>• I can see some changes in my local area over time</li> <li>• I can identify and describe seasonal weather patterns in the UK.</li> <li>• I can describe how seaside holidays have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• I explain how natural disasters cause environmental change</li> <li>• I explain how land use and development affects natural resources</li> <li>• I understand the impact of deforestation on the rainforest</li> <li>• I recognise how settlement can change how land is used</li> <li>• I explain how a place has changed and suggest how it might change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• I explain and give reasons for how a region has changed and how it is different from another region of the UK.</li> <li>• I can suggest how changes in the environment can affect the weather and climate</li> </ul>
Possible questions	What season is it now?	How do we know what season it is now?	Why are jungles so wet and deserts so dry?	Why does the land use change around the UK? Why has the climate changed over time?
Interaction				
	<ul style="list-style-type: none"> <li>• I can talk about the lives of the people around me and their roles in society;</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different beaches areas around the world and explain why people enjoy visiting.</li> <li>• I can describe popular activities undertaken at the seaside</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how different organisations work to protect rainforests</li> <li>• Develop the understanding of key concepts such as climate, economic activity, environmental management, and sustainability and make judgements about the interaction between people and the environment, e.g. through the study of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how human activity is influenced by climate and weather.</li> <li>• Explain how some human activity has caused damage to the environment</li> <li>• I can summarise how fair-trade initiatives have supported economies around the world.</li> </ul>
Possible questions	What jobs do people do to help us?	Why do people visit beaches?	Why does the rainforest need protecting? How do people protect the rainforest? Why do so many people live in megacities? How do humans affect the rainforest?	What can you do to help climate change? Why do we need to promote fair trade? Why are rivers important for wildlife?
Interdependence				

	<ul style="list-style-type: none"> <li>• What do animals need to survive?</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why some animals live in certain areas of the world.</li> <li>• Identify the interdependence of living things in the seaside environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected</li> <li>• Developed understanding of the interconnectedness and interdependence of the world in which we live.</li> <li>• Understand what international trade entails – manufacture, buying and selling of goods and services, imports and exports, fair trade.</li> </ul>
Possible questions	Do you have pets? How do you help them? Do you help your family? How?	Why do penguins not live in the North Pole?	How does the rainforest biome support plants and animals?	Why is Antarctica under threat from global warming?
Sustainability				
	<ul style="list-style-type: none"> <li>• Identify how a place has changed</li> <li>• Identify how people have helped the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways a location could be changed and/or improved</li> <li>• Explain how a location has changed over time (physical and human elements)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and explain the differences between renewable and non-renewable resources;</li> <li>• Offer reasons for how sources of energy used to make electricity in the United Kingdom are changing</li> <li>• Begin to learn about sustainability, locally sourced food, and what it means to be environmentally friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features</li> <li>• Identify ways in which humans have both improved and damaged the environment and suggest responses for the future</li> <li>• I can make an informed conclusion</li> </ul>

Possible questions		<p>How has the local area changed over time?          How can the locality be changed and improved?          How can people manage their environment?          Why do people need to protect the marine environment?</p>	<p>What are the different views about an environmental issue?          What might it be like in a locality in the future?          How do people affect the area – positively or negatively?          How can natural resources be sustained?          How is it linked to other places?</p>	<p>What are the different views about an environmental issue?          What might it be like in a locality in the future?          How has human activity caused an environment to change?</p>
Diversity				
	<ul style="list-style-type: none"> <li>• I talk about similarities and differences about where I live and other places I have been or seen</li> <li>• I know that we are all different and special</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country</li> <li>• I can celebrate the differences within my class/school</li> </ul>	<ul style="list-style-type: none"> <li>• I describe different points of view on an environmental issue affecting a locality</li> <li>• I can begin to understand some cultural differences ensuring I am open to all cultures and differences</li> </ul>	<ul style="list-style-type: none"> <li>• I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue with supporting reasons</li> <li>• I have a deeper understanding of cultural issues and try to bring empathy to my discussion and viewpoints.</li> </ul>