BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

# Geography Curriculum Overview

## 2025/26

Subject Leader: Elizabeth Roath

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

# Intent, Implementation and Impact

# Our Vision

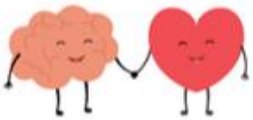
Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:

Achievements & Aspirations

Active Citizens

Diversity

Healthy Advocates



Resilience

# Intent

At Barrow URC Primary School, our intent in teaching Geography is driven by our core values and curriculum drivers. We believe that Geography plays a crucial role in helping children understand the world and their place in it. Through our inclusive and engaging curriculum, we aim to inspire curiosity and fascination in our students, fostering their interest and understanding of diverse places, people, resources, and environments. By exploring key physical and human processes, we empower our children to develop transferrable knowledge and skills that enrich their overall education. Our Geography curriculum aligns with our school values of respect, diversity, and environmental responsibility, encouraging children to become informed global citizens who appreciate and protect our planet. We aim, to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

# Implementation

At Barrow URC Primary School, our implementation of the Geography curriculum is guided by our school vision, which aims to empower all children, irrespective of their background, ability, or additional needs, to reach their full potential 'becoming the best that we can be'. We follow the National Curriculum, ensuring a clear progression of skills and knowledge year by year, carefully sequenced to optimise learning for every child.

To cultivate the skills of a Geographer, we provide immersive experiences across all aspects of the subject. Our local area is utilised extensively to achieve desired outcomes, with a strong emphasis on incorporating learning outside the classroom and becoming environmental responsibility. We organise school trips and engage in fieldwork, offering first-hand experiences that deepen children's understanding of the world beyond their immediate surroundings. By connecting classroom learning with real-world contexts, we foster a holistic appreciation of geography.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. We follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Children focus yearly on an area of sustainability education to try and make them future citizens that can care for the world around them. This includes studying water pollution, flooding, deforestation, melting ice caps, air pollution, increased temperatures in the UK and how rubbish is recycled. This aims to ensure that children are fully aware of global issues facing our planet by the time they leave primary school and know how many of these have regular impacts on the local area around them. These are embedded within one of their yearly topics and are linked back to our local area through engaging practical activities.

# Impact

We assess the impact of the curriculum by:

- Reflection on standards achieved against planned key enquiry questions
- Pupil discussions about their learning
- Marking and feedback to inform future planning
- Assessment of sticky knowledge through revisiting topics during Pupil Voice sessions, planned quizzes etc
- Teacher assessment of key skills and knowledge for each unit.
- Development of an increased subject-specific vocabulary by pupils
- Assessment of learning through subject-specific consolidation tasks
- Inspiration for children to pursue future careers related to geography, such as conservationists or geologists.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

# Whole School Programme of Study:

## Geography

# Geography – Whole School Programme of Study (2024/25)

| Geography | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS | | | Around the world (Kapow) | | Exploring Maps (Kapow) | Outdoor Adventurer (Kapow) SUSTAINABILITY |
| Year 1 | | | Geography: Would you prefer to live in a hot or cold place? (Kapow) | Geography What is it like here? (Kapow) | Geography: What is weather like in the UK? (Kapow) SUSTAINABILITY | |
| Year 2 | Geography: Why is our world wonderful? Exploring Maps (Kapow) | | | Geography: What is it like to live in Shanghai? (Kapow) SUSTAINABILITY | | Geography: What is it like to live by the coast? (Kapow) |
| Year 3 | | Geography: Who lives in Antarctica? (Kapow) SUSTAINABILITY | | Geography: Why do people live near volcanoes? (Kapow) | | Geography: Are all settlements the same? (Kapow) |
| Year 4 | Geography: Rubbish and Recycling (Bespoke) | | | Geography: Why are rainforests important? (Kapow) | Geography: What are rivers and how are they used? (Kapow) SUSTAINABILITY | |
| Year 5 | | Geography: Maps and Map Reading Skills (Bespoke) | Geography: Natural Disasters excluding volcanoes (Bespoke) SUSTAINABILITY | | Geography: What is life like in the Alps? (Kapow) | |
| Year 6 | Geography: Why do the oceans matter? (Kapow) SUSTAINABILITY | | Geography: Why does population change? (Kapow) | | Geography: Can I carry out an independent fieldwork enquiry? From Barrow to Blackpool (Bespoke/Kapow) | |

# Geography in EYFS

In the early years foundation stage (EYFS), geography is integrated into the broader understanding of the world. Children explore their environment, develop observational skills, and grasp basic concepts like location and direction. They engage in activities exploring their community, weather, and different environments. By the end of EYFS, children have a basic awareness of their surroundings and interconnections. This foundation prepares them for the more structured geography curriculum in Key Stage 1 and 2 (KS1 and KS2), where they delve deeper into maps, continents, climate, natural resources, and human geography. EYFS serves as a starting point for a comprehensive understanding of geography.

# Geography and SEND Provision

Geography in Key Stage 1 and Key Stage 2 (KS1 and KS2) effectively caters to Special Educational Needs and Disabilities (SEND) provision. Through differentiated activities, visual aids, and multi-sensory approaches, teachers accommodate various learning styles and abilities. They use inclusive strategies to engage students with SEND, such as simplified language, hands-on experiences, and accessible resources. By promoting understanding of the world, geography fosters inclusivity and ensures that all learners can actively participate and thrive in their geographical education.

# Geography and Identifying the More Able Learner

At Barrow, a 'More Able Geographer' has a heightened understanding of spatial relationships, human-environment interactions and global phenomena. They will possess a natural curiosity about the world and will thrive when exploring complex topics relating to it. These children will use and interpret maps and analyse data to create connections and enable them to create solutions to more complex global issues.

In Geography, we use these criteria to identify the characteristic of the More Able Learner.

- Be fascinated by, or passionate about Geography, enjoys learning new knowledge and wants to be a successful learner.
- Achieves, or shows potential in a wide range of contexts across Geography.
- Works flexibly, processes unfamiliar information and applies their knowledge of Geography experiences and insight to unfamiliar situations.
- Communicates their thoughts and ideas well in Geography.
- Children enjoy presenting Geographical information using graphs, charts, maps and diagrams and are confident in interpreting their meaning.
- These children will be confident and contribute effectively to simulations, role-play situations and outdoor fieldwork in Geography.

- Their value system will be more highly developed than most pupils of their age which allows them to understand and debate Geographical issues in their local area and wider world e.g. climate change.
- The More Able Learner will have a good general Geographical knowledge, including a concept of where places are in the world and ongoing topical issues.

# Geography and Provision for the More Able

- At Barrow, we ensure that those children who display characteristics of a more able learner in Geography are provided with opportunities that regularly stretch and challenge them to a deeper level. Some ways that we do this are:
- **Interest and Curiosity:** Ensure that children are provided with opportunities to take part in fieldwork, designing questionnaires and surveys to collect data which they can then interpret to form an opinion about a location. This can include photographic recording or sketching of a location to allow them to recognise and describe geographical patterns.
- **Creative Thinking:** We provide children with the opportunity to debate a geographical issue using evidence to justify their opinions. Alongside this, we ask children to find creative solutions to problems e.g. design a flood defence for Whalley.
- **Understanding and utilising a wide range of resources:** Children receive the opportunity to work with a wide range of visual images including maps and satellite images. These contain varying scales and can be both paper and computer based. From these, children can establish patterns and build a picture of human and physical geographical features.
- **Applying skills acquired in other subjects:** Children are given opportunities to use their learning from other subjects to apply to their geographical knowledge. This is especially the case with Science, Maths and Computing as children will use these skills to interpret graphical data and explain why certain events have impacted specific regions.
- **Problem solving in real contexts:** We try to give children as many real life scenarios and problems as possible so they can use their geographical thinking skills to solve them. For example creating a device to stabilise homes in earthquake regions.

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

# Knowledge and Skills Progression

## Geography

# Key Learning in Geography: Years 1 and 2

| Locational knowledge | Place knowledge | Human and Physical Geography |
|---|---|---|
| ▪ Name and locate the world's seven continents and five oceans.<br>▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | ▪ Small area of the United Kingdom.<br>▪ Small area in a contrasting non-European country. | ▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br>▪ Use basic geographical vocabulary to refer to:<br>– key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>– key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop |

## Skills

| Mapping | Fieldwork | Enquiry and Investigation | Communication | Use of ICT / technology |
|---|---|---|---|---|
| ▪ Use a range of maps and globes (including picture maps) at different scales.<br>▪ Use vocabulary such as bigger/smaller, near/far.<br>▪ Know that maps give information about places in the world (where/what?).<br>▪ Locate land and sea on maps.<br>▪ Use large scale maps and aerial photos of the school and local area.<br>▪ Recognise simple features on maps e.g. buildings, roads and fields.<br>▪ Follow a route on a map starting with a picture map of the school.<br>▪ Recognise that maps need titles.<br>▪ Recognise landmarks and basic human features on aerial photos.<br>▪ Know which direction is North on an OS map.<br>▪ Draw a simple map e.g. of a garden, route map, place in a story.<br>▪ Use and construct basic symbols in a map key.<br>▪ Know that symbols mean something on maps.<br>▪ Find a given OS symbol on a map with support<br>▪ Begin to realise why maps need a key.<br>▪ Look down on objects and make a plan e.g. of the classroom or playground. | ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.<br>▪ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc.<br>▪ Use simple compass directions (NSEW).<br>▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.<br>▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'<br>▪ Investigate through observation and description.<br>▪ Recognise differences between their own and others' lives. | ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.<br>▪ Notice and describe patterns.<br>▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.<br>▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)<br>▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.<br>▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. | ▪ Use simple electronic globes/maps.<br>▪ Do simple searches within specific geographic software.<br>▪ Use a postcode to find a place on a digital map.<br>▪ Add simple labels to a digital map.<br>▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.<br>▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions.<br>▪ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc.<br>▪ Describe and label electronic images produced. |

# Key Learning in Geography: Years 3 and 4

| Locational knowledge | Place knowledge | Human and Physical Geography |
|---|---|---|
| ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.<br>▪ Name and locate counties and cities of the United Kingdom.<br>▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | ▪ A region of the United Kingdom.<br>▪ A region in a European country.<br>▪ A region within North or South America. | ▪ Describe and understand key aspects of:<br>– **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>– **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |

## Skills

| Mapping | Fieldwork | Enquiry and Investigation | Communication | Use of ICT / technology |
|---|---|---|---|---|
| ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.<br>▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.<br>▪ Use maps at more than one scale.<br>▪ Recognise that larger scale maps cover less area.<br>▪ Make and use simple route maps.<br>▪ Recognise patterns on maps and begin to explain what they show.<br>▪ Use the index and contents page of atlases.<br>▪ Label maps with titles to show their purpose<br>▪ Recognise that contours show height and slope.<br>▪ Use 4 figure coordinates to locate features on maps.<br>▪ Create maps of small areas with features in the correct place.<br>▪ Use plan views.<br>▪ Recognise some standard OS symbols.<br>▪ Link features on maps to photos and aerial views.<br>▪ Make a simple scaled drawing e.g. of the classroom.<br>▪ Use a scale bar to calculate some distances<br>▪ Relate measurement on large scale maps to measurements outside. | ▪ Use the eight points of a compass.<br>▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.<br>▪ Make links between features observed in the environment to those on maps and aerial photos. | ▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes<br>▪ Make comparisons with their own lives and their own situation.<br>▪ Show increasing empathy and describe similarities as well as differences. | ▪ Identify and describe geographical features, processes (changes), and patterns.<br>▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.<br>▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.<br>▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. | ▪ Use the zoom facility on digital maps to locate places at different scales.<br>▪ Add a range of text and annotations to digital maps to explain features and places.<br>▪ View a range of satellite images<br>▪ Add photos to digital maps.<br>▪ Draw and follow routes on digital maps.<br>▪ Use presentation/multimedia software to record and explain geographical features and processes.<br>▪ Use spreadsheets, tables and charts to collect and display geographical data.<br>▪ Make use of geography in the news – online reports & websites. |

# Key Learning in Geography: Years 5 and 6

| Locational knowledge | Place knowledge | Human and Physical Geography |
|---|---|---|
| ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.<br>▪ Name and locate counties and cities of the United Kingdom.<br>▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | ▪ A region of the United Kingdom.<br>▪ A region in a European country.<br>▪ A region within North or South America. | ▪ Describe and understand key aspects of:<br>– **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>– **human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |

## Skills

| Mapping | Fieldwork | Enquiry and Investigation | Communication | Use of ICT / technology |
|---|---|---|---|---|
| ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.<br>▪ Relate different maps to each other and to aerial photos.<br>▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.<br>▪ Choose the most appropriate map/globe for a specific purpose.<br>▪ Follow routes on maps describing what can be seen.<br>▪ Interpret and use thematic maps.<br>▪ Understand that purpose, scale, symbols and style are related.<br>▪ Recognise different map projections.<br>▪ Identify, describe and interpret relief features on OS maps.<br>▪ Use six figure coordinates.<br>▪ Use latitude/longitude in a globe or atlas.<br>▪ Create sketch maps using symbols and a key.<br>▪ Use a wider range of OS symbols including 1:50K symbols.<br>▪ Know that different scale OS maps use some different symbols.<br>▪ Use models and maps to discuss land shape i.e. contours and slopes.<br>▪ Use the scale bar on maps.<br>▪ Read and compare map scales.<br>▪ Draw measured plans. | ▪ Use eight cardinal points to give directions and instructions.<br>▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.<br>▪ Interpret data collected and present the information in a variety of ways including charts and graphs. | ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?<br>▪ Make predictions and test simple hypotheses about people and places. | ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.<br>▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.<br>▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.<br>▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. | ▪ Use appropriate search facilities when locating places on digital/online maps and websites.<br>▪ Use wider range of labels and measuring tools on digital maps.<br>▪ Start to explain satellite imagery.<br>▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.<br>▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.<br>▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.<br>▪ Investigate electronic links with schools/children in other places e.g. email/video communication. |

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

# Planning Examples

## Geography

# 2/3.3 – What a Wonderful World!

## Prior Learning

Ks1 - Cycle A – A small area within the UK – Clitheroe + Locational geography of the world
Cycle B – Locational knowledge of Uk, Volcanoes, rocks and soils

## Taught Vocabulary

World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere.

## Enrichment

**Make a Papier Mache Globe:** A fun, creative activity for children to create their own mini globe out of paper mache.
**My Travel Brochure:** Children use this handy booklet to create their own travel brochure applying the knowledge they have learnt about the continents of the world to encourage tourists to visit their chosen continent. Children record facts, maps, flags and pictures using atlases, the Internet and books to help create their continent travel brochure.

## Job Role & Consolidation Task

**We are... Explorers**

Continent and ocean treasure hunt (name and locate on a map). Followed by floor book discussion – Which continent would you most like to visit and why?

## Current Learning

1. What the 7 continent and 5 oceans names? *locate them on a map*
2. What is it like to visit each continent? *Key features*
3. How can people travel around the world?
4. Where are the hottest and coldest place on earth?
5. Which continent do we live in? *Name some key features*

## National Curriculum

Ks1 - To name and locate the world's seven continents and five oceans;
To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.
To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole
To use aerial photographs to recognise landmarks and basic human and physical features.
To use basic geographical vocabulary to refer to key physical and human features.
**Ks2 - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.**
**To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America.**

## Future Learning

See new Curriculum map 2023-24 (under development in line with straight year groups)

## Skills

Ks1 – Mapping – Locate land and sea, give information about places in the world, use a range of maps and globes.
Field work – use aerial photos and plan perspectives to recognize landmarks and basic human and physical features.
Enquiry and Investigation – Ask simple geographical questions
Communication – Use maps to talk about every day life, speak, write about and describe simple concepts.
**Year 3 – Use maps and diagrams from range of publications, use index and contents page of atlas, describe similarities and differences. Express opinions and personal views.**

## Sticky Knowledge

Name and locate 7 continents and 5 oceans

Describe hot and cold place – name animals that live there

Name and locate the continent that we live in

# 6.3– The Amazing Americas

## Prior learning

Cycle A - Fieldwork of the local area – Barrow
Cycle A - Lake District
6.1 – Rivers
6.2 – Mountains

## Applied Vocabulary

Continent, country, city, North America, South America.

## Taught Vocabulary

Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Climate zone, climate, polar, arctic, temperate, Koppen system. time zone.

## Enrichment/ home learning ideas

- Creatures of North America: In this task, children research an animal indigenous to one of the North American regions studied and prepare a fact file about it.
- Totem Poles: In this task, children consider the design of a Native American totem pole and create their own version to represent themselves.

## Job Role & Consolidation task

**We are... American Tour Guides**

Children can create a poster or leaflet to encourage tourists to visit their local area.

## Current learning (Enquiry based questions)

1. Where in the world at the Americas? *Continents, Countries and Cities*
2. What factors influence the physical features of a region (North America)?
3. What type of extreme weathers are likely to occur in each area? *Using the Koppen classification system.*
4. What are the similarities and differences between a region of North America and the Lake District?
5. What are the 'wonders' of America? *Plan and map out an itinerary*

## National Curriculum

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America.
To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America.
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America.

## Future learning

See new Curriculum map 2023-24 (under development in line with straight year groups)

## Skills

Mapping – follow routes on maps, know the different scale OS maps use some different symbols, use models and maps to discuss land shape i.e. contours, read and compare map scales.

Field work – Observe, measure and record human and physical features.
Interpret data collected.

Enquiry and investigation – Make predictions and test simple hypotheses about people and places.

Communication – Communicate geographical information in a variety of ways. Develop their views and attitudes.

## Sticky Knowledge

Name and locate 3 wonders of North America

Similarities and differences between a region of North America and the Lake District

Locate America on a map and discuss weather in studied region