



FORSBROOK CE PRIMARY GEOGRAPHY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 1	<p>Weather and Seasons *(fieldwork opportunity)</p> <p>Enquiry 1: How is the year organised into months and seasons? <u>Learning Objective</u> Order the months of the year and recognise seasons.</p> <p>Enquiry 2: What are the differences between the seasons? <u>Learning Objective</u> Spot the differences between the seasons</p> <p>Enquiry 3: How can I show what season I am in? <u>Learning Objective</u> Find clues to decide which season we are in.</p> <p>Enquiry 4: How do people dress for different kinds of weather? <u>Learning Objective</u> Identify the types of clothing worn in different weather</p> <p>Enquiry 5: How can I tell the weather's story? <u>Learning Objective</u> Identify the types of weather we have in the United Kingdom and record the daily weather in our area</p> <p>Enquiry 6: How does the weather affect people's work? <u>Learning Objective</u> Explore how the weather affects different jobs.</p>	<p>Local Area: What is it like to live where I live? *(integrates fieldwork)</p> <p>Enquiry 1. What are the main features of our school grounds? <u>Learning Objective</u> Use fieldwork to identify and record the main features of the school grounds.</p> <p>Enquiry 2. What sort of area do I live in? <u>Learning Objective</u> Know the difference between rural and urban areas, including your own.</p> <p>Enquiry 3. What are the main features of our school grounds? <u>Learning Objective</u> Use fieldwork to identify and record the main features of the school grounds. Use simple compass directions (north, south, east and west) and locational and directional language (to describe to location of features and routes on a map.</p> <p>Enquiry 4. What can I find out about my local area? <u>Learning Objective</u> Use fieldwork to identify and record the main features of the local area</p> <p>Enquiry 5. How can I describe my local area? <u>Learning Objective</u> Using data collected during fieldwork, recount the journey through the local area.</p>	<p>The United Kingdom *(fieldwork opportunity)</p> <p>Enquiry 1: What is the United Kingdom? <u>Learning Objective</u> Check my understanding of the United Kingdom and locate the four countries of the United Kingdom</p> <p>Enquiry 2: What can I find out about the United Kingdom? <u>Learning Objective</u> Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Enquiry 3: What are the UK's countries like? <u>Learning Objective</u> Explain the differences between human and physical features</p> <p>Enquiry 4: What are the UKs capital cities like? <u>Learning Objective</u> Describe the human and physical features of one of the UK's capital cities</p> <p>Enquiry 5: What do I know about a country in the UK? <u>Learning Objective</u> Share my understanding of the UK.</p>



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	Weather and Seasons *(fieldwork opportunity)	Local Area: What is it like to live where I live? *(integrates fieldwork)	The United Kingdom *(fieldwork opportunity)
YEAR 1	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate, including seasonal change; • how people adapt to different weather (e.g. by dressing differently on cold, hot, wet or windy days). <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • observe, talk about and make a basic record of changes in the weather and seasons, including creating a simple weather chart; <p>make appropriate use of everyday words relating to seasons, months and local weather.</p>	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the location of their local area (including where it is within the UK); • the main features of their local area. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • look at simple maps and aerial views of the local area, discussing its main features and how symbols have been used; • work together to create a simple map of the local area; • observe, record, discuss and ask questions about the main features of the local area, based on direct experience; • make connections between their investigation of the local area and what they have learned about weather, climate and the UK; • use appropriate everyday vocabulary when describing local features. 	<p>By the end of this topic children should <i>know</i>:</p> <ul style="list-style-type: none"> • the main nations and features of the UK, including their locations and related key vocabulary. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • annotate a simple map of the UK with some of its key features, including the location of its nations; • use appropriate vocabulary when describing the principal features of the UK.



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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 2	<p>Hot and Cold Places</p> <p>Enquiry 1: Where are the world's hot and cold places? <u>Learning Objective</u> Identify hot and cold places and locate them on a map.</p> <p>Enquiry 2: What is it like in the world's hot and cold places? <u>Learning Objective</u> Recognise the features of a hot and a cold place</p> <p>Enquiry 3: Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? <u>Learning Objective</u> Explore a hot or cold place</p> <p>Enquiry 4: How do animals adapt to hot and cold places? <u>Learning Objective</u> Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>Enquiry 5: What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place? <u>Learning Objective</u> Compare a pack list for a trip to a hot place with a list for a cold place.</p> <p>Enquiry 6: How can I describe what it is like in a hot or cold place? <u>Learning Objective</u> Describe what you would see in a hot or cold place.</p>	<p>How do children live in Mugurameno Village?</p> <p>Enquiry 1: Where in the world is Zambia and what is the climate like there? <u>Learning Objective</u> To locate Zambia To find out about Zambia's key physical and human features.</p> <p>Enquiry 2: Where is Mugurameno? <u>Learning Objective</u> To locate the village of Mugurameno. To write a list of questions we want to answer about Mugurameno village.</p> <p>Enquiry 3: How do people use the river in Mugurameno? <u>Learning Objective</u> To find out about how people use the river in Mugurameno. To compare how people use the river in Mugurameno with different ways that people use a river near you.</p> <p>Enquiry 4: How are the lives of children in Mugurameno different than the lives of children in Forsbrook? <u>Learning Objective</u> To compare the lives of children in Mugurameno with our own</p> <p>Enquiry 5: How is school life different in the village of Mugurameno? <u>Learning Objective</u> To compare school life in Mugurameno and where we live.</p>	<p>Continents and Oceans</p> <p>Enquiry 1: Where in the world am I? <u>Learning objective:</u> Understand where I am in the world.</p> <p>Enquiry 2: Where are the world's continents? <u>Learning objective:</u> Locate on a map the seven continents.</p> <p>Enquiry 3: Where are the world's oceans? <u>Learning objective:</u> Locate on a map the oceans that link the continents</p> <p>Enquiry 4: How can I show the continents and oceans on a map? <u>Learning objective:</u> Describe where different continents are located.</p> <p>Enquiry 5: What are the main features of each continent? <u>Learning objective:</u> Spot the physical and human features of a continent.</p> <p>Enquiry 6: What is special about each continent? <u>Learning objective:</u> Share my understanding of a continent.</p>



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	Hot and Cold Places	How do children live in Mugurameno Village?	Continents and Oceans
	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • where the world's main hot and cold regions are; • some information about what each of the hot and cold regions are like. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • use globes and atlases – and annotate maps – to identify the world's hot and cold regions; • use appropriate vocabulary when talking and writing about hot and cold regions; • make use of the four main compass points when describing the location of these regions. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the location and features of Mugurameno, comparing and contrasting it with their local area; • the location of Zambia within the African continent and the approximate location of Mugurameno within Zambia; • how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • use globes and atlases – and annotate maps – to identify the location of the UK, Europe, Zambia and Africa (including maps of hot and cold regions); • look at simple maps, aerial views and photographs of Mugumareno, discussing and asking questions about its main features and comparing these with their local area; • use appropriate vocabulary when describing Mugurameno and comparing it with their local area; • make confident use of the four main compass points when describing the location of the UK, Europe, Zambia and Africa. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the names and locations of the world's continents and oceans; • some information about each of the world's continents and oceans. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • use globes and atlases – and annotate maps – to identify continents and oceans; • use appropriate vocabulary when talking and writing about continents and oceans; • make use of the four main compass points when describing the location of these continents and oceans.



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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 3	<p>Climate Zones</p> <p>Enquiry 1: Why does a place's location in the world affect its climate? <u>Learning Objective:</u> Identify the different lines of latitude and explain how latitude is linked to climate</p> <p>Enquiry 2: What on earth is a climate zone? <u>Learning Objective:</u> Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</p> <p>Enquiry 3: How is the climate in the UK different from that in the tropics? <u>Learning Objective:</u> Compare temperate and tropical climates</p> <p>Enquiry 4: How does the climate vary around the world? <u>Learning Objective:</u> Explore weather patterns within a climate zone</p> <p>Enquiry 5: What is the weather like on a typical day for places in different climate zones? <u>Learning Objective:</u> Write a weather forecast for a typical day in your choice of climate zone Compare the climates of Seville and Santiago.</p> <p>Enquiry 6: What is special about each climate zone? <u>Learning objective:</u> identify the characteristics of each climate zone</p>	<p>Local Area</p> <p>Enquiry 1: How does my local area fit in with other places, near and far? <u>Learning Objective</u> To locate the local area on an aerial image in relation to other places around it To use an aerial image to describe the key physical and human features of the area To use geographical language to describe places at different scales</p> <p>Enquiry 2: What is special about my local area? <u>Learning Objective</u> To describe the distinctive human and physical features of the local area To compare different perspectives on the local area To develop enquiry questions about change in the local area</p> <p>Enquiry 3: What can I find out about from a walk in my local area? <u>Learning Objective</u> To use fieldwork to observe, measure and record a range of data on the human and physical features in the local area To find evidence of settlement and change in the local area To use an Ordnance Survey map to identify local landmarks and features</p> <p>Enquiry 4: How can we make a map to show what we have found out about the local area? <u>Learning Objective</u> To record the features of the local area using a sketch map</p> <p>Enquiry 5: How has this place changed over time? <u>Learning Objective</u> To use maps as primary and secondary evidence To understand processes of settlement and change in the local area To use Ordnance Survey maps to build children's knowledge of the local area</p>	<p>Volcanoes</p> <p>Enquiry 1: What lies beneath the surface of the Earth? <u>Learning Objective</u> Find out about the structure of the Earth and label a diagram</p> <p>Enquiry 2: What happens when the Earth's plates meet? <u>Learning Objective</u> Describe what happens at the boundaries between the Earth's plates</p> <p>Enquiry 3: What goes on inside a volcano? <u>Learning Objective</u> Describe and explain the key features of a volcano</p> <p>Enquiry 4: What can I find out about real volcanoes? <u>Learning Objective</u> Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</p> <p>Enquiry 5: What happens when a volcano erupts? <u>Learning Objective</u> Report on the effects of a volcanic eruption</p> <p>Enquiry 6: What would it be like to live near a volcano? <u>Learning Objective</u> Evaluate the advantages and disadvantages of living near a volcano</p>



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	Climate Zones	Local Area	Volcanoes
	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • where the world's main climate zones are (building on their prior understanding of hot and cold regions); • consider how different climate zones affect the landscape, natural environment and human beings. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • use globes and atlases to identify climate zones; • use appropriate vocabulary when describing climate zones and map features (e.g. the Equator, the tropics, the world's hemispheres). 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the distinctive human and physical features of the local area • ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region; • how to use an ordnance survey map to identify local landmarks and features <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • compare different perspectives on the local area • develop enquiry questions about the change in the local area • use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of different methods. • Compare different perspectives on the local area • To use maps as primary and secondary evidence 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> • the names and locations of the world's principal volcanoes • the structure of the Earth, including what happens at plate boundaries; • the main features, causes and effects of volcanoes <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> • use maps and atlases to locate places with significant volcanoes • use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of volcanoes



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Year 4	<p>North America</p> <p>Enquiry 1: Where is North America and what is it like? <u>Learning Objective</u> Locate North America on a world map, including through using latitude and longitude.</p> <p>Enquiry 2: Where and what is the United States of America? <u>Learning Objective</u> Children locate the United States of America and explain its name.</p> <p>Enquiry 3: What are the Rockies like? <u>Learning Objective</u> To understand the human and physical geography of the Rockies.</p> <p>Enquiry 4: What happened when Mount St Helens erupted? <u>Learning Objective</u> To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.</p> <p>Enquiry 5: Which US state would I like to live in and why? <u>Learning Objective</u> To investigate and evaluate the key features of a US state.</p>	<p>Rivers and the water cycle</p> <p>Enquiry 1: What is a river? <u>Learning Objective:</u> Describe the water cycle, explain what a river is and locate the world's longest rivers on a map</p> <p>Enquiry 2: How do people use rivers? <u>Learning Objective:</u> Describe how rivers are used around the world</p> <p>Enquiry 3: What journeys do rivers make? <u>Learning Objective:</u> Identify the stages and features of a river, and the way that land use changes from the source to the mouth</p> <p>Enquiry 4: How do people change rivers? <u>Learning Objective:</u> Recognise and explain how human activity affects rivers</p> <p>Enquiry 5: How can flooding affect people? <u>Learning Objective:</u> Recognise and explain how flooding affects communities</p> <p>Enquiry 6: What can I find out about the world's longest rivers? <u>Learning objective:</u> Identify the key characteristics of one of the world's longest rivers</p>	<p>Rio and South-East Brazil</p> <p>Enquiry 1: Where is South America and what is it like? <u>Learning Objective:</u> Children are able to locate South America on a world map and identify some of its key features</p> <p>Enquiry 2: What time is it in different parts of South America? <u>Learning Objective:</u> To locate South American countries and capitals, in order to compare the time difference between them and the UK.</p> <p>Enquiry 3: How does Brazil compare with my country? <u>Learning Objective:</u> To compare key facts about Brazil with facts about your country.</p> <p>Enquiry 4: What's special about Rio de Janeiro? <u>Learning Objective:</u> To use photographs and information texts to imagine daily life in Rio de Janeiro</p> <p>Enquiry 5: How is my life linked to south-east Brazil? <u>Learning Objective:</u> To investigate trade links with southeast Brazil.</p> <p>Enquiry 6: Were the 2016 Olympic Games good for Brazil? <u>Learning objective:</u> To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games</p>



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	North America	Rivers and the water cycle	Rio and South-East Brazil
	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the location, countries and main human and physical features of North America; what latitude and longitude are, and why they matter (e.g. for climate and navigation). <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> use globes, atlases and maps to identify the main human and physical features of North America; interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features; use appropriate vocabulary when describing North America, including place locations and map features. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the key elements and features of a river and of the water cycle; the names of – and key information on – the world’s main rivers. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> interpret and explain key information on rivers; evaluate a range of possible flood prevention measures; confidently use globes, atlases and maps to locate the world’s principal rivers; use appropriate geographical vocabulary when describing the water cycle, rivers and river features. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the location and human/physical features of Rio de Janeiro and South-East Brazil, comparing and contrasting this region with places previously studied; how their location (e.g. within different climate zones) might affect everyday life differently in South-East Brazil and places previously studied; some aspects of settlement, trade, tourism, climate and culture in South-East Brazil and Rio de Janeiro; what time zones are and how they are affected by longitude. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> use globes and atlases to locate South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places (e.g. within relevant climate and time zones); interpret maps and aerial views of South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing them with places previously studied.



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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 5	<p>Rainforests</p> <p>Enquiry 1: Where are the world's rainforests? <u>Learning Objective:</u> To recognise what a rainforest is and locate the world's rainforests on a map</p> <p>Enquiry 2: What makes up a rainforest? <u>Learning Objective:</u> To recognise the different layers of life in a rainforest</p> <p>Enquiry 3: What are the main features of a rainforest? <u>Learning Objective:</u> To recognise the features that make up a rainforest</p> <p>Enquiry 4: What is the Congo rainforest like? <u>Learning Objective:</u> To describe the key characteristics of the Congo</p> <p>Enquiry 5: Why are the rainforests being cut down? <u>Learning Objective:</u> To describe and explain the impact of the deforestation of the rainforests</p> <p>Enquiry 6: Why does the Amazon Rainforest matter so much? <u>Learning objective:</u> To explain the importance of the Amazon Rainforest</p>	<p>The United Kingdom</p> <p>Enquiry 1: What is unique about each of the UK's countries? <u>Learning Objectives:</u> To compare and contrast the different countries of the UK</p> <p>Enquiry 2: Where do people live in the UK? <u>Learning Objectives:</u> To identify where I live in the UK and locate the UK's major cities</p> <p>Enquiry 3: What are the main physical features of the UK? <u>Learning Objectives:</u> To identify physical characteristics of the UK</p> <p>Enquiry 4: How do human activities affect the UK's landscape? <u>Learning Objectives:</u> To understand how people have affected the UK's landscape</p> <p>Enquiry 5: What work do people in the UK do? <u>Learning Objectives:</u> To describe and explain the sorts of industries in which people in the UK work.</p> <p>Enquiry 6: How can the UK manage its energy needs? <u>Learning Objectives:</u> To understand the different types of energy sources used in the UK. To evaluate the advantages and disadvantages of solar and wind energy</p>	<p>Earthquakes</p> <p>Enquiry 1: Why do earthquakes occur? <u>Learning Objective:</u> To explain why earthquakes occur.</p> <p>Enquiry 2: What can we learn from some famous earthquakes? <u>Learning Objective:</u> To locate where famous earthquakes have occurred and find out some key facts</p> <p>Enquiry 3: Why are some earthquakes bigger than others? <u>Learning Objective:</u> To identify key facts about famous earthquakes</p> <p>Enquiry 4: How do earthquakes affect people and places? <u>Learning Objective:</u> To identify the effects of earthquakes on land and people.</p> <p>Enquiry 5: What do people need before and after an earthquake? <u>Learning Objective:</u> To identify the help that people need after an earthquake</p> <p>Enquiry 6: Where could you do if an earthquake happened? <u>Learning objective:</u> To identify how to prepare for an earthquake</p>



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	Rainforests	The United Kingdom	Earthquakes
	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the key elements of a rainforest biome and how this contrasts with other biomes; the main location of the world's rainforests (including the Amazon and the Congo); how some human beings have adapted to life in the rainforest. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> use globes, atlases and maps to identify the location and distribution of rainforests and other biomes; use appropriate geographical vocabulary when describing rainforest and other biomes, including their location. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the location and principal features of the UK when seen at a range of scales, from the global to the immediately local; ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK; ways in which the landscape of the UK is used by people and affected by human activity. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> interpret a range of maps of the UK and apply this information to their understanding of it (e.g. political, relief and Ordnance Survey maps and those showing data such as population density, crop production and the natural environment); use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; use geographical vocabulary when describing key information about the UK. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the names and locations of the world's areas at risk from earthquakes; the main features, causes and effects of volcano and earthquakes; how people can respond to a natural disaster, such as an earthquake. <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> use maps and atlases to locate places where significant earthquakes have occurred (e.g. the Pacific 'Ring of Fire'); use geographical vocabulary, including some technical terms, when describing the Earth's structure and the features of earthquakes.



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	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 6	<p>Mountains</p> <p>Enquiry 1: What is a mountain? <u>Learning Objective:</u> Describe what a mountain is and locate the world's 'Seven Summits' on a map</p> <p>Enquiry 2: How are mountains made? <u>Learning Objective:</u> Describe the key features of mountains and how they are formed</p> <p>Enquiry 3: What is it like on a mountain? <u>Learning Objective:</u> Describe the climate of mountains and explore mountain life</p> <p>Enquiry 4: What are the UK's highest mountains like? <u>Learning Objective:</u> Explore and locate the UK's highest mountains</p> <p>Enquiry 5: What is it like in the Himalayas? <u>Learning Objective:</u> Recognise the importance of the Himalayas for people living in the region</p> <p>Enquiry 6: What can I find out about the world's highest mountains? <u>Learning objective:</u> Share your knowledge about a world-famous mountain or mountainous region</p>	<p>Study of a European country – Greece/Athens</p> <p>Enquiry 1: Where is Europe and what are its countries like? <u>Learning Objective:</u> Children are able to locate Europe and investigate key information about its principal countries</p> <p>Enquiry 2: Why would you visit the Mediterranean? <u>Learning Objective:</u> To explore tourism in the Mediterranean region</p> <p>Enquiry 3: Why are migrants coming to Greece? <u>Learning Objective:</u> To understand some of the factors affecting migration into Europe through Greece</p> <p>Enquiry 4: What is the landscape of Greece like today? <u>Learning Objective:</u> To investigate the landscape of Greece, its features and how it is used</p> <p>Enquiry 5: Where would you visit in Athens? <u>Learning Objective:</u> To investigate some of the main features of Athens</p> <p>Enquiry 6: How does everyday life in Athens compare with that in other places? <u>Learning objective:</u> To compare everyday life for a child in Athens with that in other places</p>	<p>Local and Regional Area</p> <p>Enquiry 1: How do my local area and region fit into the wider world? <u>Learning Objective:</u> To locate the region and local area in relation to other places To use an aerial image to describe the key physical and human features of the region and local area To understand local, regional, national and international links to the local area</p> <p>Enquiry 2: What are the main features of Staffordshire? <u>Learning Objective</u> To identify the principal features of a region within the UK To locate key sites on a regional map To use scale on a map to measure approximate distances To use distance and compass points to identify the approximate location of a place</p> <p>Enquiry 3: How might our region meet people's needs? <u>Learning Objective:</u> To consider how a region can meet the needs of its population. To identify key human needs and processes</p> <p>Enquiry 4: Is this a place fit for people? <u>Learning Objective:</u> To gather evidence through urban fieldwork of how a region is meeting people's needs</p> <p>Enquiry 5: How can I create a needs map of the places I have visited? <u>Learning Objective:</u> To annotate an Ordnance Survey map to accurately located specific sites To create symbols and a key for a simple land use map To create accurate six-figure grid references for specific sites</p>



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		<p>Enquiry 6: How does our region meet people's needs?</p> <p>Learning objective: To communicate geographically information about the region using maps and writing at length.</p>
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Mountains	Study of a European country – Greece/Athens	Local and Regional Area
<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the names and locations of the world's principal mountains; the main features and types of mountains; how some people have adapted to life in mountainous areas (e.g. how these landscapes are used by people and affected by human activity). <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> use detailed maps and aerial views of mountains and ranges to inform to their understanding of their location, use and features; use map references to locate some of the world's principal mountains; use geographical vocabulary when describing mountains and ranges. 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; ways in which the landscape of the region is used by people and affected by human activity (e.g. tourism on the Mediterranean coast); ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with other places studied in the UK, The Americas and Africa; about place-specific patterns of continuity and change (past, present and future). <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> confidently use globes and atlases to locate Greece and the Mediterranean within the world and the European continent; use and interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it; 	<p>By the end of this topic, children should <i>know</i>:</p> <ul style="list-style-type: none"> the location and principal features of their local region when seen at a range of scales, from the global to the immediately local; ways in which human processes (such as economic and political processes, land use, settlement and change) operate within their local region; ways in which the landscape of the region is used by people and affected by human activity; ways in which the location and distinctive features of their local region compare and contrast with those of other places studied (especially regions in Europe and The Americas). <p>Children should be <i>able to</i>:</p> <ul style="list-style-type: none"> interpret a broad range of maps of the local region and independently apply this information to their understanding of it (including route-planning); use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region and how it meets people's needs; use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;



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		<ul style="list-style-type: none">• look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;• use and apply geographical vocabulary confidently and in context, conveying a distinctive sense of place when describing the location and distinctive features of the Mediterranean, Greece and Athens.	<ul style="list-style-type: none">• confidently and persuasively use geographical vocabulary when describing key information about the local region to external audiences, conveying a distinctive sense of place.
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