



Subject Overview: Geography






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																													
Year R	<p>Location: Home</p> <p><u>EQ: What is my home like?</u></p> <p>1: What are the features of my house? <i>Place Enquiry</i> 2: Where are things in my house (locational language)? How can we show these on a map? <i>Location Place Enquiry</i> 3: Where are things in my lounge/garden (locational language)? How can we show these on a map? <i>Location Place Enquiry</i> 4: What is similar and different between my home and school? <i>Place Enquiry</i></p> <table border="1"> <tr> <td><i>Location</i> </td> <td>Show a basic locational knowledge of my immediate surroundings.</td> </tr> <tr> <td><i>Place</i> </td> <td rowspan="2">Show simple understanding by describing the places and features they study.</td> </tr> <tr> <td><i>Processes</i> </td> </tr> <tr> <td rowspan="2"><i>Enquiry</i> </td> <td>Ask and answer questions about places, features and environments.</td> </tr> <tr> <td>Make basic observations about the environment they are in. 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What animals live there? What is the environment like? <i>Location Place</i> 3: What is Canada like? What plants grow there? What animals live there? What is the environment like? <i>Location Place</i> 4: What are the similarities between China, Canada and my area? <i>Place</i></p> <table border="1"> <tr> <td><i>Location</i> </td> <td></td> </tr> <tr> <td><i>Place</i> </td> <td rowspan="2">Show simple understanding by describing the places and features they study.</td> </tr> <tr> <td><i>Processes</i> </td> </tr> <tr> <td><i>Enquiry</i> </td> <td>Ask and answer questions about places, features and environments. Recognise a globe and map of the world.</td> </tr> <tr> <td><i>Responsibility</i> </td> <td></td> </tr> </table>		<i>Location</i> 		<i>Place</i> 	Show simple understanding by describing the places and features they study.	<i>Processes</i> 	<i>Enquiry</i> 	Ask and answer questions about places, features and environments. 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What can I measure there? <i>Place Enquiry</i> 7: How do we look after our immediate environment? <i>Responsibility</i></p> <table border="1"> <tr> <td><i>Location</i> </td> <td>Show a basic locational knowledge of my immediate surroundings.</td> </tr> <tr> <td><i>Place</i> </td> <td rowspan="2">Show simple understanding by describing the places and features they study.</td> </tr> <tr> <td><i>Processes</i> </td> </tr> <tr> <td rowspan="2"><i>Enquiry</i> </td> <td>Ask and answer questions about places, features and environments.</td> </tr> <tr> <td>Make basic observations about the environment they are in. Measure using simple words and simple recording. Use basic locational language: up, down, right, left, under and around. 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Location and Geographical Skills: Navigating the School

EQ: How can we navigate around the school?

- 1: How can we direct people around the school (locational and directional language)? *Enquiry*
- 2: What does the school look like on an aerial photograph and a plan perspective? *Enquiry*
- 3: How can we create our own maps of the school using symbols and a key? *Enquiry*
- 4: What geographical question can we answer about the school (e.g. 'What is the busiest doorway in the school?')? How can we measure the answer? *Enquiry*

near, far, left, right, aerial photograph, plan perspective, symbol, key






<i>Location</i> 	Use a basic locational knowledge about individual places and environments, especially in the local area.
<i>Place</i> 	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer questions about specific places and environments, reaching a simple conclusion. Make simple observations. Measure using simple words and frequency recording. Use simple atlases and globes. Use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features. Use simple locational language: near, far, left, and right to describe location of features and routes on a map. Draw basic maps and create own symbols.
<i>Responsibility</i> 	

Location: The UK

EQ: What is the UK?

- 1: What islands make up the UK? Where is the UK (maps, atlases and globes)?
- 2: What seas surround the UK (North Sea, English Channel, Atlantic Ocean, Irish Sea)? *Location*
- 3: What countries and capital cities are there in the UK? Where are the countries relative to each other (compass directions)? *Location Enquiry*
- 4: What physical features can be found in different parts of the UK? *Location Place Processes*
- 5: What is the UK? *Location Enquiry*

country, capital, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, sea, ocean, North Sea, English Channel, Atlantic Ocean, Irish Sea, compass, North, South, East, West






<i>Location</i> 	Locate the UK's countries and capital cities on a map.
<i>Place</i> 	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer questions about specific places and environments, reaching a simple conclusion. Use simple atlases and globes. Use simple locational language: near, far, left, and right to describe location of features and routes on a map.
<i>Responsibility</i> 	

Location: The World

EQ: What continents and oceans are there in the world?

- 1: What is a continent? What continents are there in the world (Europe, Africa, Asia, North America, South America, Australia, Antarctica) and where are they (atlases and globes)? *Location*
- 2: What are each of the continents like? *Location Place*
- 3: What is an ocean? What oceans are there in the world (Arctic, Atlantic, Pacific, Indian, Southern) and where are they (atlases and globes)? What is the difference between an ocean and a sea? *Location*
- 4: Why are oceans important? Why are oceans under threat? How can we protect our oceans? *Responsibility*
- 5: What continents and oceans are there in the world? *Enquiry*

continent, ocean, Europe, Africa, Asia, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern, map, atlas, globe






<i>Location</i> 	Locate the world's five oceans and seven continents on a map.
<i>Place</i> 	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer questions about specific places and environments, reaching a simple conclusion. Use simple atlases and globes.
<i>Responsibility</i> 	Understand that our actions can have an impact on our environment.

Physical Geography: Weather in the UK

EQ: How does the weather change through the year?

- 1: What countries, capital cities and surrounding seas would you find in the UK? How would you get from one to another (compass directions)? *Location*
- 2: What is the weather like in our country? What are seasons? *Processes*
- 3: How does the weather change through the year (measure through the year)? *Enquiry*

season, weather






<i>Location</i> 	Locate the UK's countries and capital cities on a map. Use simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
<i>Place</i> 	
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer a series of questions about places and environments, reaching and presenting a simply described conclusion. Make detailed observations and collect evidence. Measure using a guided tally and standard units such as minutes and metres. Use simple atlases and globes. Use the four-point compass directions to describe the location of features and routes on a map.
<i>Responsibility</i> 	

Physical Geography: Climate

EQ: Where would you find hot and cold places in the world?

- 1: What continents and oceans are there in the world? How would you get from one to another (compass directions)? *Location*
- 2: What is the difference between weather and climate? *Processes*
- 3: Where would you find hot and cold places (atlases and globes)? Is there a pattern for where you would find hot places and cold places? *Location Place Processes Enquiry*
- 4: What places have a similar climate to the UK? *Location Place Processes*
- 5: Where would you find hot and cold places in the world? *Location Enquiry*

hot, cold, Equator, North Pole, South Pole






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Use simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
<i>Place</i> 	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer a series of questions about places and environments, reaching and presenting a simply described conclusion. Make detailed observations and collect evidence. Use simple atlases and globes. Use the four-point compass directions to describe the location of features and routes on a map.
<i>Responsibility</i> 	

Geographical Skills: The Local Area

EQ: What geographical features are there in the local area?

- 1: Where do we live? *Location*
- 2: What does the local area look like on an aerial photograph and on a plan? *Enquiry*
- 3: What is the difference between a physical feature and a human feature? *Processes*
- 4: What geographical features can we see in the local area? *Processes*
- 5: What route did we take on a map? *Enquiry*
- 6: How can we create our own maps of the local area using a key? *Enquiry*
- 7: What geographical features are there in the local area? *Processes Enquiry*

coast, river, physical feature, human feature, coast, house, office, harbour, shop






<i>Location</i> 	Locate the UK's countries and capital cities on a map. Use simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
<i>Place</i> 	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer a series of questions about places and environments, reaching and presenting a simply described conclusion. Make detailed observations and collect evidence. Measure using a guided tally and standard units such as minutes and metres. Use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features. Use the four-point compass directions to describe the location of features and routes on a map. Draw a sketch map with symbols and a key.
<i>Responsibility</i> 	

Place: Isle of Wight and Zanzibar

EQ: Do the Isle of Wight and Zanzibar have more similarities or differences?

- 1: Where in the UK is the Isle of Wight? Where in the world is Zanzibar? How would we get there from the UK? *Location*
- 2: Is the coast the same or different in the Isle of Wight and Zanzibar? *Place Processes*
- 3: Is the topography the same or different in the Isle of Wight and Zanzibar? *Place Processes*
- 4: Is the vegetation the same or different in the Isle of Wight and Zanzibar? *Place Processes*
- 5: Are settlements the same or different in the Isle of Wight and Zanzibar? *Place Processes*
- 6: Do the Isle of Wight and Zanzibar have more similarities or differences? *Place Enquiry*

beach, cliff, coast, forest, hill, mountain, valley, soil, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate the UK's countries and capital cities on a map. Use simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.
<i>Place</i> 	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer a series of questions about places and environments, reaching and presenting a simply described conclusion. Use simple atlases and globes. Use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features. Use the four-point compass directions to describe the location of features and routes on a map. Draw a sketch map with symbols and a key.
<i>Responsibility</i> 	

Location and Place: Europe

EQ: How similar or different is Catalonia to Dorset?

- 1: Where is Europe? What continents and oceans surround it? How would you get there from the UK (compass directions)? *Location Enquiry*
- 2: What environmental regions would you find in Europe? *Location*
- 3: What countries and major cities would you find in Europe? *Location*
- 4: What are the physical similarities and differences between Catalonia and Dorset? How can we identify these using images, maps and aerial photographs? *Place Processes*
- 5: What are the human similarities and differences between Catalonia and Dorset? How can we identify these using images, maps and aerial photographs? *Place Processes*
- 6: How similar or different is Catalonia and Dorset? *Place*

Europe, environmental region, continent, country, compass (North, North-East, East, South-East, South, South-West, West, North-West), tourism






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate countries, regions and major cities in Europe. Make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	Become more adept at comparing places, and understand some reasons for similarities and differences.
<i>Processes</i> 	Identifying human and physical features and patterns, how places change and some links between people and environments.
<i>Enquiry</i> 	Ask and answer geographical questions about places and environments, reaching a thoroughly described and presented conclusion. Make links to different observations in the local area and collect evidence. Use a range of maps, atlases, images, globes and digital mapping. Use the eight-point compass directions to describe the location of features and routes on a map.
<i>Responsibility</i> 	

Physical Geography: Mountains, Earthquakes and Volcanoes

EQ: What happens when the Earth moves?

- 1: What is a tectonic plate and how do they move? *Processes Enquiry*
- 2: What causes earthquakes to happen and where do they happen? How do earthquakes impact people's lives? *Processes Location*
- 3: What causes mountains to grow and where have they developed? What hills and mountains are there in the UK? *Processes Location*
- 4: What causes volcanoes to form and where have they formed? How do volcanic eruptions impact people's lives? *Processes Location*
- 5: What happens when the Earth moves? *Processes*

hill, mountain, volcano, earthquake, topography, convection currents, core, crust, lava, magma, mantle, plate boundary, pyroclastic flow, richter scale, tectonic plates, tremors, tsunami, vent






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate the UK's countries and capital cities on a map. Make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Identifying human and physical features and patterns, how places change and some links between people and environments.
<i>Enquiry</i> 	Ask and answer geographical questions about places and environments, reaching a thoroughly described and presented conclusion. Use a range of maps, atlases, images, globes and digital mapping. Use the eight-point compass directions to describe the location of features and routes on a map.
<i>Responsibility</i> 	

Responsibility: Climate Change

EQ: What is climate change?

- 1: What is climate change? What causes it? *Responsibility Processes*
- 2: What are the effects of climate change in the UK and the rest of the world? *Responsibility Location*
- 3: What do we do around the school to promote sustainability? How can we collect this data (survey)? What are the benefits and limitations of data collection methods? *Enquiry Responsibility*
- 4: How can we take further action against climate change? How can we show on a plan where we would locate features to improve the school's sustainability? *Enquiry Responsibility*

climate change, responsibility, climate, pollution, global warming, temperatures, extinction, activists, protests






<i>Location</i> 	Make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Identifying human and physical features and patterns, how places change and some links between people and environments.
<i>Enquiry</i> 	Ask and answer geographical questions about places and environments, reaching a thoroughly described and presented conclusion. Make links to different observations in the local area and collect evidence. Measure using simple instruments, digital technologies and measure more than one aspect at once. Identify benefits and limitations of data collection methods. Use a range of maps, atlases, images, globes and digital mapping.
<i>Responsibility</i> 	Understand how human action impacts our local and global environment. Understand that individuals can have a positive or negative impact on their environment.

Location: Latitude and Longitude

EQ: What changes would you see if you travelled North, South, East or West?

- 1: What continents and oceans are there in the world? Where are hot and cold places found? *Location*
- 2: What is latitude and longitude? *Location*
- 3: What is the connection between latitude and climate? *Location Processes*
- 4: What is the connection between longitude and time zones? *Location Processes*
- 5: What would change and stay the same if I travelled North, South, East or West from Christchurch? *Enquiry Location*
- 6: What changes would you see if you travelled North, South, East or West? *Enquiry Location*

latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, compass (North, North-East, East, South-East, South, South-West, West, North-West)






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Use a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Identify human and physical features and patterns, how places change and some linked between people and environments.
<i>Enquiry</i> 	Ask and answer questions about places and environments, reaching a thoroughly described and simply explained conclusion. Use a range of maps, atlases, images, globes and digital mapping. Use the eight-point compass directions to build knowledge of the UK and wider world.
<i>Responsibility</i> 	

Human Geography: Migration

EQ: Why do people move around the world and where do they go?

- 1: What is migration? *Processes Location*
- 2: What factors cause people to migrate? What experiences do different migrants have? *Processes*
- 3: Where do migrants go from and to, and how does that impact those countries? *Processes Location Responsibility*
- 4: How might migration patterns change in the future? *Processes Responsibility*
- 5: Why do people move around the world and where do they go? *Enquiry Processes*

migration, migrant, immigrant, emigrant, refugee






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Use a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Identify human and physical features and patterns, how places change and some linked between people and environments.
<i>Enquiry</i> 	Ask and answer questions about places and environments, reaching a thoroughly described and simply explained conclusion. Use a range of maps, atlases, images, globes and digital mapping.
<i>Responsibility</i> 	Understand how human action impacts our local and global environment.

Human Geography: Settlement and Land Use

EQ: How is land used in different settlements?

- 1: What cities would you find in the UK? *Location*
- 2: What do different types of settlement look like? *Processes*
- 3: In Dorset, are there more villages, towns or cities? *Enquiry*
- 4: How can land be used by humans? *Processes*
- 5: How can we identify features of land use in the local area using OS maps and coordinates? *Enquiry*
- 6: How is land used by humans in the local area? *Processes Enquiry*
- 7: How is land used on different streets in Christchurch? *Enquiry*
- 8: How has land use locally changed over time? *Processes Enquiry*
- 9: What are the largest settlements in the world and where are they? *Processes Location*
- 10: How is land used in different settlements? *Processes Enquiry*

land use, settlement, four-figure grid reference, symbol, key, plan agriculture, business, industrial, residential urban, rural megacity, city, town, village, hamlet






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate the UK's countries and capital cities on a map. Use a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Identify human and physical features and patterns, how places change and some linked between people and environments.
<i>Enquiry</i> 	Ask and answer questions about places and environments, reaching a thoroughly described and simply explained conclusion. Make links to different observations in the local area and collect evidence. Measure using simple instruments, digital technologies and measure more than one aspect at once. Identify benefits and limitations of data collection methods. Use a range of maps, atlases, images, globes and digital mapping. Use four-figure grid references to locate features on a map. Draw a sketch map using symbols and a key.
<i>Responsibility</i> 	

Location and Place: North and South America

EQ: How similar or different are the Amazon Rainforest, Tongass Forest and the New Forest?

- 1: Where is North America and South America? What continents and oceans surround them? How would you get there from the UK (compass directions)? *Location*
- 2: What environmental regions would you find in North America and South America? *Location*
- 3: What countries and major cities would you find in North America and South America? *Location*
- 4: What are the physical similarities and differences between the Amazon Rainforest, Tongass Forest and the New Forest? *Place*
- 5: What are the human similarities and differences between the Amazon Rainforest, Tongass Forest and the New Forest? *Place*
- 6: How similar or different are the Amazon Rainforest, Tongass Forest and the New Forest? *Place Enquiry*
- 7: How can we care for forest environments? *Responsibility*

North America, South America, environmental region, continent, country, longitude, latitude, compass (North, North-East, East, South-East, South, South-West, West, North-West)






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Make connections from patterns of knowledge of the world, including globally significant physical and human features. Locate countries, regions and major cities in the UK (including counties), Europe, North America and South America.
<i>Place</i> 	Understand what a number of places are like, how and why they are similar and different, and how and why they are changing.
<i>Processes</i> 	Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show a simple understanding of the links between places, people and environments.
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Use a range of maps, atlases, images, globes and digital mapping. Confidently use the eight-point compass directions to build knowledge of the UK and wider world.
<i>Responsibility</i> 	Understand specific areas where individuals (including different leaders) can have a positive or negative impact on their environment.

Location: The UK

EQ: Is everywhere in the UK the same?

- 1: What is the UK? *Location*
- 2: What counties would you find in the UK? Which are the largest? Which are closest to here? *Location*
- 3: What major cities would you find in the UK? How would you get from one to another (compass points)? *Location Enquiry*
- 4: Where do people live in the UK and how has this changed over time? *Location*
- 5: What geographical regions would you find in the UK and what are their physical and human characteristics? *Location*
- 6: How have the characteristics of regions in the UK changed over time? *Location*
- 7: Is everywhere in the UK the same? *Location Enquiry*

country, county, coast, compass (North, North-East, East, South-East, South, South-West, West, North-West), region






<i>Location</i> 	Locate the UK's countries and capital cities on a map. Make connections from patterns of knowledge of the world, including globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Use a range of maps, atlases, images, globes and digital mapping. Confidently use the eight-point compass directions to build knowledge of the UK and wider world.
<i>Responsibility</i> 	

Physical Geography: Rivers

EQ: What would we see on a journey along the River Stour?

- 1: What physical features would you find along a river's course? *Processes*
- 2: What rivers are there in the local area? *Processes*
- 3: How can maps, grid references and map symbols identify features of physical geography? *Processes Enquiry*
- 4: How does a local river change over its course? How can we present this information using sketch maps and graphs? *Processes Enquiry*
- 5: Can we collect data on how a river is used? How can we collect this data, justifying and evaluating our data collection methods? *Enquiry*
- 6: What are the most significant rivers in the UK? *Processes Place*
- 7: What are the most significant rivers in the world? *Processes Location*
- 8: How can we care for river environments? *Responsibility*

river, water cycle, six-figure grid reference, symbol, key, sketch map, graph condensation, evaporation, infiltration, impermeable, precipitation, saturated, surface run off, transpiration bank, bed, channel, confluence, current, delta, downstream, deposition, depth, erosion, estuary, flood, flood plain, gorge, landform, lower course, middle course, upper course, meander, mouth, oxbow lake, river basin, source, tributary, valley, velocity, waterfall, width






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate the UK's countries and capital cities on a map. Make connections from patterns of knowledge of the world, including globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show a simple understanding of the links between places, people and environments.
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Make clearly explained links between observations in the local area and the wider world to identify patterns and collect evidence. Measure human and physical features in the local area using a range of appropriate instruments. Justify and evaluate data collection methods. Use a range of maps, atlases, images, globes and digital mapping. Confidently use the eight-point compass directions to build knowledge of the UK and wider world. Use six-figure grid references to locate features on an OS map. Draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
<i>Responsibility</i> 	Understand specific areas where individuals (including different leaders) can have a positive or negative impact on their environment.

Physical Geography: Climate Zones, Biomes and Vegetation Belts

EQ: How is plant life different in different parts of the world?

- 1: What continents and oceans are there in the world? How does latitude and longitude help describe world locations? *Location*
- 2: What is the connection between latitude and climate zones? What climate zones are there in the world (equatorial, tropical, hot desert, temperate, polar)? *Location Processes*
- 3: What is the difference between climate zones and biomes? What biomes are there in the world and where are they found (savannah, desert, temperate deciduous forest, tropical rainforest, boreal forest, tundra, marine)? *Processes*
- 4: How is plant life different in different biomes? *Processes*
- 5: How do we know we live in a temperate deciduous forest biome (collect evidence - fieldwork)? *Enquiry*
- 6: How can we show the area we visited using a sketch map? *Enquiry*
- 7: How do humans use plants responsibly? What is biodiversity and megadiversity? *Processes Responsibility*
- 8: How is plant life different in different parts of the world? *Processes Enquiry*

climate zone, biome, vegetation belt, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle
biodiversity, boreal forest / taiga, coniferous forest, deciduous forest, ecosystem, environment, flora, fauna, savannah, tundra
humidity, precipitation, temperature






<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Use a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.
<i>Place</i> 	Understand what a number of places are like, how and why they are similar and different, and how and why they are changing.
<i>Processes</i> 	Know about spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments.
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Make clearly explained links between observations in the local area and the wider world to identify patterns and collect evidence. Measure human and physical features in the local area using a range of appropriate instruments. Justify and evaluate data collection methods. Use a range of maps, atlases, images, globes and digital mapping. Draw a variety of maps, sketches and plans with accurate symbols, keys and scale.
<i>Responsibility</i> 	Be aware of connections between different aspects of sustainability. Understand specific areas where individuals (including different leaders) can have a positive or negative impact on their environment. Understand how individuals' actions can have a positive or negative impact on people in other parts of the world.

Human Geography: Natural Resources and World Trade

EQ: Does the world share resources effectively?

- 1: What are natural resources (energy, food, minerals and water)? *Processes*
- 2: Where are natural resources found in the world? What natural resources would you find in the UK? *Location Processes*
- 3: Are there natural resources in the local area? How can grid references and map symbols identify natural resources? *Enquiry*
- 4: Why do we need to trade? *Processes*
- 5: What is globalisation? Where does my stuff come from? How has this changed over time? *Processes Location*
- 6: How can we present physical and human geographical features using a graph? *Enquiry*
- 7: Is the way resources are traded fair? *Responsibility*






economic activity, natural resources, energy, food, minerals, water, distribution, crop, export, import, fair trade, globalisation, organic, trade
drought, famine, mining, non-renewable, renewable, pollution

<i>Location</i> 	Locate the world's five oceans and seven continents on a map. Locate the UK's countries and capital cities on a map. Use a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Know about spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments.
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Make clearly explained links between observations in the local area and the wider world to identify patterns and collect evidence. Use a range of maps, atlases, images, globes and digital mapping. Accurately use six-figure grid references to locate features on an OS map.
<i>Responsibility</i> 	Be aware of connections between different aspects of sustainability. Understand specific areas where individuals (including different leaders) can have a positive or negative impact on their environment. Understand how individuals' actions can have a positive or negative impact on people in other parts of the world.

Responsibility: Planet Protectors

EQ: How can we care for our world?

- 1: What is sustainability? How do cities plan and become more sustainable (e.g. Curitiba, Freiburg)? *Responsibility*
- 2: How sustainable are energy production, food production and waste management? *Responsibility*
- 3: How sustainable is our local community? What question related to sustainability will I look into? How can we collect data, justifying and evaluating our data collection method? How can we show our findings using maps and/or graphs? *Enquiry Responsibility*
- 4: How sustainable is my lifestyle? How does my ecological footprint compare with other individuals? How can we care for our world? *Responsibility*

<i>Location</i> 	Use a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.
<i>Place</i> 	
<i>Processes</i> 	Know about spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between places, people and environments.
<i>Enquiry</i> 	Ask and answer questions to carry out an enquiry, reaching a described and explained conclusion. Make clearly explained links between observations in the local area and the wider world to identify patterns and collect evidence. Justify and evaluate data collection methods. Use a range of maps, atlases, images, globes and digital mapping. Confidently and accurately use the eight-point compass directions to build knowledge of the UK and wider world.
<i>Responsibility</i> 	Be aware of connections between different aspects of sustainability. Understand specific areas where individuals (including different leaders) can have a positive or negative impact on their environment. Understand how individuals' actions can have a positive or negative impact on people in other parts of the world.