



Otley All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

Geography Progression

Geography Curriculum Map

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	Myself	Colour, Pattern & Light	I am Healthy/Stories & Rhymes	Arctic/Antarctic	Where we live / People who help us	The Transport / The Seaside
	Reception	I am Amazing Being Healthy	Celebrations, Light and Dark	Traditional Stories Around the World	We like to travel - Space	Going on an Adventure	Big Beasts and Minibeasts
Key Stage 1	Year 1	We live in the United Kingdom		Otley and our local area		The 7 Continents of the World - Comparing Otley to Ntonso, Ghana	
	Year 2		Our Place in the World	<i>Shackleton's Expedition</i> Equator, hot and cold. Compass directions	Exploring Maps		Otley and Oshika
Key Stage 2	Year 3	Our Local Area - Otley Where are we in the world?	Our Local Area - Otley <i>Life in the Stone Age</i> Houses and settlements	<i>Ancient Greece</i> Where is Greece? Climate and landscape		<i>Life in Roman Britain</i> Where is Rome? The Roman Empire?	
	Year 4	<i>Anglo Saxons and Vikings</i> Settlements and land use, locational knowledge		Volcanoes and Earthquakes		Mountains	
	Year 5	Rivers	Rainforests		<i>Otley Local History</i> Land use and economy, map work	Coasts	<i>Ancient Egypt</i> Where is Egypt? Climate and landscape
	Year 6	North America			Fairtrade Fortnight	<i>Early Islamic Civilisation</i> Locational knowledge, atlas work	UK Contrasting Locality (Yorkshire)

EYFS

Enhanced Provision:

- The creative area, mark making areas and changing provision areas are always resourced and children have free access to the equipment in them, which encourages the children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations and also extends their learning - allowing them the chance to teach their peers.
- Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged, see examples below. These are linked to topics, or are child led based on the children's interests.
- Spontaneous opportunities arise from the children's comments and interests and are developed through talking and interacting with the children, these are resourced accordingly.
- Evidence of the children using enhanced provision in their own way can be found on Tapestry.

Term/Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery:	Myself	Colour, Pattern & Light	I am Healthy/ Stories & Rhymes	Arctic/Antarctic	Where we live / People who help us	The Transport / The Seaside
Examples of provision, Global Goals & enrichment*: *Not exclusive. Children's interests are responded to and learning journeys created/adapted to suit these interests.	Outdoor sand/water: exploring the outdoor area, Autumnal seeds, leaves, conkers, acorns, pumpkins, vegetables, weather observations, mixing water with sand- erosion Creative Area: mark making/printing with Autumnal objects, leaf pictures/collage Movement area: music/songs from around the world Reading Area: stories from other countries, nonfiction books, globes and atlases. Large and small construction/Loose Parts/Small World: creating homes , creating their home Role Play: the home corner, pictures of their home. Forest School Compost Bin		Outdoor sand/water: investigating ice, frost, freezing water, weather observations Creative Area: creating ice landscapes, printing to create snowflakes, art linked to Fair Trade Movement area: music from around the world Reading Area: stories from other countries, non-fiction books about animals and life in the Arctic and Antarctic, poems and stories about winter/snow Large and small construction/Loose Parts/Small World: Arctic/Antarctic tuff trays, creating homes for Arctic/Antarctic animals, small world linked to Fair Trade Role Play: igloo den, Arctic/Antarctic tuff tray <u>GG: 10 Reduced inequalities (linked to Fair Trade Week)</u>		Outdoor sand/water: weather observations, simple rain gauges, making rivers Creative Area: seascapes, making flags, making landmarks from familiar places Movement area: music from around the world Reading Area: nonfiction books/stories about seascides Large and small construction/Loose Parts/Small World: creating models of familiar landmarks around where they live, making boats/vehicles Role Play: dressing up clothes/hats of people who help us, Trip to the Bottle Bank- recycling <u>GG 12: Responsible Consumption and Production</u> <u>GG 15: Life on Land</u>	
Reception:	I am Amazing!	Celebrations Light and Dark	Traditional Stories	We Like to Travel Space	We're Going on an Adventure	Big Beasts and Little Beasts
Examples of provision, Global Goals & enrichment*: *Not exclusive. Children's interests are responded to and learning journeys created/adapted	Outdoor sand/water: Autumnal seeds, leaves, conkers, acorns, pumpkins Creation Station: creating objects from different cultures, flags, Diya lamps Movement area: music/songs from different countries, Indian dancing, weather music Book Nook: stories from other countries, nonfiction books, Global Library, globes and atlases, simple maps. Large and small construction/Loose Parts/Small World: creating landmarks, our house, Bethlehem Role Play: drawing houses, where we live, costumes and props for Diwali and Hanukkah Forest School		Outdoor sand/water: investigating ice, frost, freezing water, weather observations Creation Station: creating landmarks/objects from different cultures, flags from around the world Movement area: music/songs from Africa (Fair Trade), African/Chinese drumming, Dragon Dancing, weather music Book Nook: stories from other countries, non-fiction books, Global Library, globes and atlases, simple maps- linked to Postcards from the Gingerbread Man Large and small construction/Loose Parts/Small World: creating landmarks, bridges, ways to travel, African villages (link to Fair Trade). Role Play: Chinese costumes, chopsticks, traditions from other countries,		Outdoor sand/water: making rivers: We're Going on a Bear Hunt, islands, habitats, villages linked to countries, wet/dry/floating and sinking properties, boats Creation Station: creating landmarks, objects from different cultures, flags Movement area: music/songs from different countries, Welsh/Irish music, weather music Book Nook: stories from other countries, non-fiction books, Global Library, globes and atlases, simple maps of London/Tube and Bus routes Large and small construction/Loose Parts/Small World: creating towns/streets,villages, landmarks, bridges, habitats. Role Play: drawing maps, traditions from other countries. Otley walk	

to suit these interests.	<p><i>Autumn walk</i></p> <p><u>GG 13 Climate Action</u> <u>GG15 Life on Land</u></p>	<p><i>Mrs Shutt's Garden - Easter Hunt, finding the outdoor treasures</i></p> <p><u>GG 10 Reduced Inequalities (link to Fair Trade work)</u> <u>GG4 Quality Education (linked to FairTrade)</u></p>	<p><i>Mrs Shutt's Garden- finding the dinosaurs- link to maps</i> <i>Minibeast hunt</i> <i>Trip to Bolton Abbey</i> <i>Parent from Climate Books to read a story about Climate change- talk about how we can care for life on land. <u>GG: 13 Climate Action</u></i> <u>GG:15 Life on Land</u></p>
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Development Matters statements

In Nursery, this area draws upon guidance from Development Matters (2021) specifically the ‘**Understanding the World**’ area of learning.

Children will:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

In Reception, this area draws upon guidance from Development Matters (2021) specifically the ‘**Understanding the World**’ area of learning.

Children will:

- Explore their immediate environment and the natural world around them.
- Describe what they see, hear and smell whilst being outside.
- Understand the effect of the changing seasons, weather and natural processes on the natural world around them..
- Learn about environments different to the environment they live in
- Explore the similarities and differences between different environments through stories, nonfiction texts and maps.
- Comment on images of familiar situations from the past.
- Draw information from a simple map.

Characteristics of Effective Learning:

Children in EYFS develop their ‘Characteristics of Effective Learning’ through their independent learning and adult guided activities. The characteristics which show subject specific skills are documented through photographs on Tapestry. The following characteristics are seen as complementing future Geography learning:

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings, this helps them to develop their learning.
- Respond to new experiences brought to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.
- Sort materials & Solve real problems.
- Review their progress as they try to achieve a goal, check how well they are doing.
- Know more, so they feel confident about coming up with their own ideas.
- Concentrate on achieving something that is important to them, they are increasingly able to control their attention and ignore distractions.

EYFS End Points (ELGs):

- Children can explore the natural world around them, making observations and drawing pictures of animals and plants.
- They know some similarities and differences between the natural world and the environment around them and contrasting environments, drawing on their experiences and what has been read in class.
- Children can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Explain similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and (if appropriate) maps.

Geography Progression of Knowledge & Skills

KS1 - Year 1

Term	Autumn Term	Spring Term	Summer Term
Topic	We live in the United Kingdom	Otley and the local area	The 7 Continents of the World - Comparing Otley to Ntonso, Ghana
Knowledge - Locational & Place, Human & Physical geography	<ul style="list-style-type: none"> • Name and locate the four countries of the UK and their capitals. • Know about key places in the World: • Otley, Leeds, Yorkshire, England, UK, Europe, World • Identify seasonal and daily weather patterns in the UK. • Know which is the hottest and the coldest season in the UK and recognise the main weather symbols. • Plan outfits and activities based upon weather forecasts • Compare the weather in different countries. 	<ul style="list-style-type: none"> • A small study of Otley to examine and identify physical and human features • Know about key places in the World: • Otley, Leeds, Yorkshire, England, UK, Europe, World • Use basic geographical vocabulary: season, weather, river, valley, soil, forest, hill, mountain, sea, village, city, town 	<ul style="list-style-type: none"> • Know the 7 continents. • Compare UK area to non-European country (N'tonso, /Ghana) • Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area of a contrasting non-European country.
Skills (& fieldwork) & Links to GGs/SMSC/Enrichment opportunities:	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries. • Use simple compass directions and locational/directional language (near/far; left/right). 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • To draw a map of our local area using symbols and a key. • Use simple compass directions and locational/directional language (near/far; left/right). • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	Revise skills
Endpoints Summary of Year 1 knowledge and skills:	<ul style="list-style-type: none"> • Name the four countries of the UK; • Be able to talk about the weather common to the different seasons; • Use a world map and globe to locate the UK. 	<ul style="list-style-type: none"> • Identify geographical features in the local area, including river, hill, bridge, forest, transport, services; • Draw a map of the local area including a suitable key; • Know four compass directions NESW. 	<ul style="list-style-type: none"> • Name and locate the seven continents using an atlas or globe; • Talk about the different types of weather in different countries; • Locate Ghana on a map of Africa and on a globe.

Geography Progression of Knowledge & Skills

KS1 - Year 2

	Aut 1	Autumn 2	Spring 1	Spring 2	Sum 1	Summer 2
Topic:		Our Place in the World	<i>Shackleton's Expedition</i> Equator, hot and cold. Compass directions.	Exploring maps		Otley and Oshika
Knowledge - Locational & Place, Human & Physical geography		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Locate the UK on a world map. Name and locate surrounding seas of the UK Know UK countries, characteristics, capital cities and surrounding seas. 	<ul style="list-style-type: none"> History link. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Focus on Shackleton's voyage. Discuss the different countries and continents the explorers travelled to and the oceans they sailed on. 	<ul style="list-style-type: none"> Use aerial photographs and maps to recognise landmarks and basic human and physical features. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Comparative Study – compare Otley to Oshika, Japan). Use aerial photographs and maps to recognise landmarks and basic human and physical features.
Skills (& fieldwork) & Links to GGs/SMSC/Enrichment opportunities:		<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the world's continents and oceans. Use world maps, atlases and globes to identify any other countries discussed. 	<ul style="list-style-type: none"> Use simple compass directions. Describe the route explorers took. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Devise a simple map; and use and construct basic symbols in a key. Bolton Abbey trip - Map and Compass work. 		<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the world's continents and oceans. Use world maps, atlases and globes to identify any other countries discussed.
End points Summary of Year 2 knowledge and skills:		<ul style="list-style-type: none"> Name the seven continents and five oceans. Name the four UK capital cities. Name the seas surrounding the UK. 	<ul style="list-style-type: none"> Use aerial photos to devise their own map. Use a map to follow a simple route or to give directions. Identify differences in human and physical geographical features. 	<ul style="list-style-type: none"> Locate Japan on a world map and globe. Understand geographical similarities and differences between Otley and Oshika, Japan.. 		

Geography Progression of Knowledge & Skills

KS2 - Year 3

	Autumn 1	Autumn 2	Spring 1	Spr 2	Summer 1	Sum 2
Topic:	Our Local Area - Otley	Life in the Stone Age	Ancient Greece		Life in Roman Britain	
Knowledge - Locational & Place, Human & Physical geography	<ul style="list-style-type: none"> Name and locate geographical regions of areas studied (UK is objective) and: their human/physical characteristics key topographical features Otley Chevin is a hill not a mountain River Wharfe - direction of flow (source), flooding, weir, importance of bridge; Land use patterns: leisure, housing, understanding how some of these aspects have changed over time. Know how and why Otley is growing and changing. New Bridge 2024 Describe and understand key aspects of physical geography in the local area. Describe and understand key aspects of human geography, including housing and other land-use. 	<ul style="list-style-type: none"> Know why many settlements are located by a river. Understand why Stone Age people required access to other resources including energy, and food. 	<ul style="list-style-type: none"> Know where Greece is in the world. Locate the world's countries, using maps to focus on Europe. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European Country. Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> - distribution of natural resources i.e. Ancient Greek farming. 		<ul style="list-style-type: none"> Know where Rome is and where the Roman Empire was located. Locate the world's countries, using maps to focus on Europe. 	
Skills (& fieldwork) & Links to GGS/SMSC/Enrichment opportunities:	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries studied, building their knowledge of the UK and wider world. Use symbols and keys, including contour lines; Use fieldwork to observe and measure the human and physical features in the local area; observing local features from the Chevin.Otley Chevin & River Wharfe Field Trips 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries studied. <p>Local walk - Greek influence on architecture in Otley GG 5 Gender Equality</p>		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries studied. 	
End points Summary of Year 3 knowledge and skills:	<ul style="list-style-type: none"> Recognise human and physical geographical features in the local area. Know that Otley is a town in West Yorkshire and locate it on a map. Know that the River Wharfe flows through Otley and understand its significance to the town. 	<ul style="list-style-type: none"> Know that the UK and Greece are countries in Europe. Locate Greece on a world map and globe, and to name its capital city, Athens. 	<ul style="list-style-type: none"> Know that the UK and Italy are countries in Europe. Locate Italy on a world map and globe. Know that Rome is located within Italy, and the Roman empire extended across Europe, Africa and Asia. 			

Geography Progression of Knowledge & Skills

KS2 - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sum 2
Topic:	Anglo Saxons and Vikings		Volcanoes and Earthquakes		Mountains	
Knowledge - Locational & Place, Human & Physical geography	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time. (Anglo-Saxon kingdoms and origins of place names/settlement types). Name and locate counties and cities of the UK.. Locate the world's countries, using maps to focus on Europe (Scandinavia, Iceland, Greenland, Britain). Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, - exploring what was good about land in the UK compared to Scandinavia - why the Vikings left, characteristics of Greenland/Iceland/Russia. Describe and understand key aspects of human geography, including: types of settlement and land use. 		<ul style="list-style-type: none"> Locate the world's countries, focusing on Europe (Italy) and North and South America and Japan concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through study of physical geography of Yorkshire, Italy, North America and Japan (focus on tectonic plate boundaries). Describe and understand key aspects of physical geography including volcanoes and earthquakes. Study earthquakes in a region of the UK compared with a recent example of earthquakes in the world. 		<ul style="list-style-type: none"> Mountains – characterises and features, what makes a mountain a mountain, how mountains were formed, different types, where they are found. Definition of mountains (must be over 300metres/1000 feet). How mountains are formed – 5 types – fold, fault block, volcanic, dome and plateau Identify mountain features – summit, snowline, slope, valley, plateau, ridge, tree line, foot, face, outcrop. 	
Skills (& fieldwork) & Links to GGs/SMSC/Enrichment opportunities:	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Compare human and physical geographical features - identify cause and effect of volcanoes. 		<ul style="list-style-type: none"> Use the eight points of a compass, (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, including contour lines. 	
End points Summary of Year 4 knowledge and skills:	<ul style="list-style-type: none"> Know where Europe is and be able to name a number of its countries Use an atlas to locate continents, countries with confidence. Know about Anglo Saxon and Viking settlements and how they compare to today. 		<ul style="list-style-type: none"> Identify significant physical features such as oceans, seas and rivers. Use an atlas to locate these physical features with confidence. Have a knowledge of tectonic plates and how these are pivotal to the creation of volcanoes and earthquakes. Explain the impact volcanoes and earthquakes have on people's lives. 		<ul style="list-style-type: none"> Identify significant mountain regions across the world. Use an atlas to locate these physical features with confidence. Use keys on maps to identify representations of physical features, including contours. Be able to identify eight points of the compass 	

Geography Progression of Knowledge & Skills

KS2 - Year 5

	Autumn 1	Autumn 2	Spr 1	Spring 2	Summer 1	Summer 2
Topic:	Rivers	Rainforests		<i>Otley Local History</i>	Coasts	<i>Ancient Egypt</i>
Knowledge - <i>Locational & Place, Human & Physical geography</i>	<ul style="list-style-type: none"> ● Know what a river is and its journey from source to sea. ● Name and locate geographical regions of the UK, their human/physical characteristics and key topographical features. ● Describe and understand key aspects of physical geography including rivers, flooding and landscape use. 	<ul style="list-style-type: none"> ● Name and explain features of sections of the Amazon rainforest – canopy, emergent layer, understory, forest floor. ● On a satellite image, locate some biomes (desert, tropical rainforest, temperate forest) and explain how two biomes differ using bar charts (temperature) or line graphs (rainfall). ● Label layers of a rainforest and can identify patterns in countries where deforestation is an issue; advise the beef and palm industries on the consequences of their actions on a global scale. ● Identify features of some flora and fauna within the Amazon rainforest and its attributes. ● Understand the significance and position of: <ul style="list-style-type: none"> - the Tropics of Cancer and Capricorn; - the northern and southern Hemispheres; the equator; - the Arctic and Antarctic circle ● Know features of our forests and compare them to the tropical rainforest. ● Describe and understand key aspects of physical geography including climates, biomes, vegetation belts and rivers. 		<ul style="list-style-type: none"> ● Land use and economy (briefly) of Otley through time. ● Migration causes - Irish potato famine. 	<ul style="list-style-type: none"> ● Name and locate geographical regions (of the UK and also outside the UK), their human/physical characteristics and key topographical features. ● Know key characteristics/ topographical features related to coasts: <ul style="list-style-type: none"> - <u>C</u>oast – where sea and land meet, - <u>k</u>now the key features of a coast (vocab), - <u>h</u>ow coastlines change over time through erosion, - <u>l</u>ook at images from different times to see these changes, - <u>t</u>hink about the physical and human geography implications it causes (economic). 	<ul style="list-style-type: none"> ● Locate Egypt and follow the course of the River Nile. ● Identify the source of the River Nile. ● Describe and understand key aspects of human geography, including land use and economic activity. ● Know about the physical geography of Egypt and the Nile. ● Describe and understand key aspects of human geography, including land use and economic activity.

<p>Skills (& fieldwork) Links to GGs/SMSC/Enrichment opportunities:</p>	<ul style="list-style-type: none"> ● Use of atlases to name and locate some of the world's major rivers. ● Use of geographical vocabulary terms such as erosion, transportation and deposition to describe a river's journey. ● Use four figure grid references, symbols and keys of Ordnance Survey maps to build their knowledge of the UK and wider world. ● Use local maps for river study. ● Monitor local river levels linked to rainfall. ● Record fieldwork using Digimap. ● Sketch maps of rivers and coasts. <p><i>Walk to the River Wharfe</i> GG 13 Climate Action GG 14 Life below water</p>	<ul style="list-style-type: none"> ● Ask and answer geographical questions about the rainforests. ● Use maps, atlases and globes to name, locate and explain the importance of rainforests. ● Use maps to locate the equator, tropics, biomes, climate zones and vegetation belt of rainforests. ● Use maps, atlases, globes and digital/computing mapping to locate rainforests in the world studied and describe their features. <p>GG 12 Responsible Consumption and Production GG 13 Climate Action GG 15 Life on land</p>		<ul style="list-style-type: none"> ● Use local maps for town study. ● Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><i>Local walk</i></p>	<ul style="list-style-type: none"> ● Sketch maps of coasts. <p>GG 13 Climate Action</p>	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<p>End points Summary of Year 5 knowledge and skills:</p>	<ul style="list-style-type: none"> ● Know key features of rivers and rainforests. ● Know how a river changes from source to sea because of geographical processes. ● Name key rivers of the UK. ● Understand the importance of rainforests in maintaining the sustainability of the planet. ● Recognise and identify key biomes and their climate. ● Be able to use globes and atlases to identify Equator, Tropics, Arctic/Antarctic Circles. 	<ul style="list-style-type: none"> ● Understand why Otley is a good settlement. 	<ul style="list-style-type: none"> ● Know key features of coasts. ● Know that coasts are shaped by erosion. ● Understand the impact on communities of coastal erosion. ● Know that Egypt is a country in Africa, and locate it on a world map and globe. 			

Geography Progression of Knowledge & Skills

KS2 - Year 6

	Autumn 1	Aut 2	Spr 1	Spring 2	Summer 1	Summer 2
Topic:	North America			Fairtrade Fortnight	<i>Early Islamic Civilisation</i>	UK Contrasting Locality (Yorkshire)
Knowledge - Locational & Place, Human & Physical geography	<ul style="list-style-type: none"> ● Name and locate the world's countries, and focus on North America. ● Know what 'states' are and locate states in the USA. ● Know that there are 23 countries in North America. ● Know about some of the physical features of North America (Mississippi River, Rockies, Grand Canyon, Niagara Falls) ● Understand the difference between Human and physical geography. ● Know and locate the Prime/ Greenwich Meridian and time zones, the Tropics of Cancer and Capricorn, the northern and southern hemispheres, the equator, the Arctic and Antarctic circle. 			<ul style="list-style-type: none"> ● Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on: <ul style="list-style-type: none"> - their environmental regions; - key physical and human characteristics; - key countries; - major cities. ● Locate the Ivory Coast, a French speaking location that is known for chocolate production. ● Describe and understand key aspects of human geography of the Ivory Coast, including: <ul style="list-style-type: none"> - trade links; - economic activity; - the distribution of natural resources (energy, food, minerals and water). 	<ul style="list-style-type: none"> ● Locate key countries/ major cities of the Early Islamic Civilisation using atlases. ● Describe and understand key aspects of physical geography of areas studied. ● Describe and understand key aspects of human geography of places studied, including: <ul style="list-style-type: none"> - trade links; - economic activity; - the distribution of natural resources (energy, food, minerals and water) 	<ul style="list-style-type: none"> ● Name and locate geographical regions of the UK (with a focus on moorland area in Nidderdale/Otley) and: <ul style="list-style-type: none"> - their human/ physical characteristics; - key topographical features; - land use patterns, understanding how some of these aspects have changed over time. ● Understand geographical similarities and differences through the study of a region within the United Kingdom (Ilkley Moor/Moor in Nidderdale/Otley) ● Understand the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas (focus on moorland areas in the country and link to moors across the world). ● Describe and understand key aspects of physical geography of areas studied. ● Describe and understand key aspects of human geography of places studied, including: <ul style="list-style-type: none"> - trade links; - economic activity; - the distribution of natural resources (energy, food, minerals and water).

