

## Geography 2023-4: Sequence of Learning.

	Autumn	Spring	Summer	Trips/Visits
EYFS	<p><b>All About Me</b> <u>Intent Question</u> <u>Which country do you live in?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Where do you live?</li> <li>2. Where is Cornwall?</li> <li>3. Which places do you like to visit?</li> <li>4. Can you find them on a map?</li> </ol>	<p><b>Around the World-Arctic</b> <u>Intent Question</u> <u>What animals like to live in the Arctic?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Where is the Arctic?</li> <li>2. What is the weather like there?</li> <li>3. What is different about the Arctic?</li> <li>4. What is the same about the Arctic?</li> <li>5. Share a story about the Arctic.</li> </ol>	<p><b>Growing and Sowing</b> <u>Intent Question</u> <u>What can you tell me about Connor Downs?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Can you find Connor Downs on a map?</li> <li>2. Draw animals that you would find here in their natural setting.</li> <li>3. Draw plants that you would find here in their natural setting.</li> <li>4. Visit a woodland.</li> <li>5. How is it different to Connor Downs Academy?</li> </ol>	
Year 1	<p><b>Where do I Live?</b> <u>Intent Question</u> <u>Where am I?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Can you name the 7 continents and locate the UK on a world map?</li> <li>2. What are the countries of the UK and their capitals?</li> <li>3. What are the features and characteristics of countries in the UK?</li> <li>4. What are the features of the town that you live in?</li> </ol>	<p><b>The Four Seasons.</b> <u>Intent Question</u> <u>Which season do you like and why?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. How are the seasons linked to the months of the year?</li> <li>2. What is the weather like in spring?</li> <li>3. What is the weather like in summer?</li> <li>4. What is the weather like in autumn?</li> <li>5. What is the weather like in winter?</li> <li>6. What is similar and different about the four seasons?</li> </ol> <p><u>Human and Physical Geography</u></p>	<p><b>Around the World.</b> <u>Intent Question</u> <u>Where am I in the World?</u> <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Can you locate Europe on a world map and identify some of its countries?</li> <li>2. Where is Asia?</li> <li>3. What are the features and characteristics of Australia?</li> <li>4. What are the features and characteristics of Africa?</li> <li>5. What are the features and characteristics of USA?</li> </ol>	

	<p><b>5. Can you tell me about where you live?</b></p> <p><u>Locational Knowledge</u>          To know that the world is split into seven land masses called continents.          To know that there are oceans between the continents.          To know the difference between a continent and a country.          To name the four countries of the UK          To name the four capital cities of the UK and match them to their country.  <u>Human and Physical Geography</u>          To identify and describe some of the physical features of the UK, such as mountains, hills and lakes.          To know what a settlements is.          To describe the basic differences between a village, town and city.  <u>Geographical Skills and Fieldwork</u>          To locate the United Kingdom on a world map.          To locate the four countries of the UK on a map.          To know where the capital cities of the UK are on a map.          To explore my local area, identifying basic human and physical features.          To explore a map of my local area and identify basic features, such as roads and rivers.</p>	<p>To know what seasons are and how they relate to the months of the year.          To describe the features of each of the seasons using appropriate vocabulary to describe weather patterns.          To compare the four seasons.</p>	<p><b>6. What are the features and characteristics of Brazil?</b>  <b>7. What are the features and characteristics of Antarctica?</b></p> <p><u>Locational Knowledge</u>          To know that France is a country in Europe.          To know that China is a country in Asia.          To know that Australia is the name of both a country and a continent.          To know that Kenya is a country in Africa. To know that the USA is a country in North America.          To know that Brazil is a country in South America.          To know that there are no countries in Antarctica.  <u>Human and Physical Geography</u>          To identify and describe some key human and physical features of countries in each of the continents.          To use words such as city, beach, mountain and lake to describe features of a place.          To know that some countries are hot countries and some countries are cold countries.  <u>Geographical Skills and Fieldwork</u>          To identify the UK and France on a map of Europe.          To know that the lines within a map denote country borders.          To locate the seven continents on a world map.</p>	

Year 2	<p><b><u>At the Farm.</u></b>  <b><u>Intent Question</u></b>  <b><u>What are the differences between arable, dairy and livestock farming?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. What are farms and why are they important?</li> <li>2. What are the features of a farm?</li> <li>3. How can you use a map and symbols to navigate around a farm?</li> <li>4. How do the seasons affect life on a farm?</li> <li>5. What are the differences between life on a farm and life in a town?</li> </ol> <p><b><u>Human and Physical Geography</u></b>  To know the difference between arable, dairy and livestock farming.  To know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons.  To describe how living on a farm is different from living in a town using vocabulary such as buildings, fields, shops and roads.  <b><u>Geographical Skills and Fieldwork</u></b>  To use an aerial photo to identify features, such as buildings, fields and roads.  To use a map with a simple key to identify features of a farm, such as different buildings and fields.  To know what the four points of a compass are.  To use the four compass points to navigate around a map, for example by identifying what is north of the hay barn or east of the chicken shed.</p>	<p><b><u>Let's go on Safari.</u></b>  <b><u>Intent Question</u></b>  <b><u>What effect does Kenya's location near the Equator have on its inhabitants?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. Where is Africa and the country of Kenya?</li> <li>2. What is the climate and weather of Kenya?</li> <li>3. What animals live in Kenya?</li> <li>4. What are compass points and how do you use them?</li> <li>5. What is the landscape of Kenya like?</li> <li>6. Who are the people of Kenya and what is their culture like?</li> <li>7. What are the similarities and differences between Kenya and the UK?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To know that Nairobi is the capital city of Kenya.  <b><u>Place Knowledge</u></b>  To describe how the climate is different in Kenya to the UK.  To compare the landscapes and settlements of Kenya and the UK.  <b><u>Human and Physical Geography</u></b>  To know that countries near the equator are hot countries and countries near the poles are cold countries.  To know that Kenya is near the equator so it is a hot country.  To describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley.  To know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities.  To describe some of the cultural features of Kenya.  <b><u>Geographical Skills and Fieldwork</u></b></p>	<p><b><u>Map Makers.</u></b>  <b><u>Intent Question</u></b>  <b><u>What types of maps are there and how are they used for different purposes?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. Can you use compass points to navigate around a map?</li> <li>2. Can you use aerial photos and plan perspectives to recognise and create landmarks?</li> <li>3. What fieldwork and observational skills can you use to study the geography of the school and surroundings?</li> <li>4. Devise a map and use and construct symbols in a key.</li> <li>5. Can you tell me about human features on your map?</li> <li>6. Can you make a 3D map using town designs?</li> </ol> <p><b><u>Geographical Skills and Fieldwork</u></b>  To know that there are lots of different types of maps and that they can be used for different purposes.  To use simple compass directions and directional language to move around a map.  To use aerial photographs and perspectives to recognise landmarks.  To create an aerial view of our classroom.  To know that maps use keys to help identify features.  To use a map of our local area to identify features.  To use fieldwork and observational skills to study my school and its surroundings.  To draw a map of my school, including a key.  To use Google maps to explore my school and local area.</p>	Trevaskis Farm.
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Year 3	<p><b><u>Countries of the World.</u></b>  <b><u>Intent Question</u></b>  <b><u>Where is the North and South Pole?</u></b>  <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. Can you identify the continents of the world?</li> <li>2. Can you locate countries on a world map?</li> <li>3. What are the key geographical features of a continent?</li> <li>4. Can you locate major capitals of the world?</li> <li>5. What sources can you use to identify physical and human features of a country?</li> <li>6. What are the similarities and differences between different countries?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To name the seven continents of the world independently.  To compare the seven continents by size, number of countries and population.  To name several different countries in each continent.  To name some major capital cities of the world.  To know where the North and South Poles are.</p> <p><b><u>Place Knowledge</u></b>  To compare two different countries and state their similarities and differences.</p>	<p><b><u>Volcanoes</u></b>  <b><u>Intent Question</u></b>  <b><u>What is done to help people to survive when a volcano erupts?</u></b>  <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. What is a volcano and where are famous volcanoes in the world?</li> <li>2. What happens when a volcano erupts?</li> <li>3. What are the features of a volcano?</li> <li>4. What are the tectonic plates?</li> <li>5. What is life like in volcanic areas?</li> <li>6. Can you compare a volcanic area to a non-volcanic area?</li> <li>7. What have you learnt about volcanoes?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To know that the equator separates the Northern and Southern Hemispheres.  To know that the capital of Hawaii is Honolulu.</p> <p><b><u>Place Knowledge</u></b>  To identify similarities and differences between England and Hawaii (a nonvolcanic and volcanic area).</p> <p><b><u>Human and Physical Geography</u></b>  To describe what a volcano is.  To know some facts, such as the height and age of some of the world's most famous volcanoes.  To explain why a volcano erupts.  To know that ash, gas, lava and rocks are released when a volcano erupts.  To explain how a volcano eruption affects the local people and environment.</p>	<p><b><u>In the Desert.</u></b>  <b><u>Intent Question</u></b>  <b><u>What effect does erosion have on a desert?</u></b>  <u>Lesson Sequence</u></p> <ol style="list-style-type: none"> <li>1. What are deserts and where in the world are they located?</li> <li>2. What is the weather and climate of deserts?</li> <li>3. How are deserts formed?</li> <li>4. How are deserts used by humans?</li> <li>5. Who lives in deserts?</li> <li>6. What are the cause and effects of desertification?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To locate the country and continent of deserts and desert cities.</p> <p><b><u>Human and Physical Geography</u></b>  To name and locate the major deserts of the world.  To use line graphs and charts to explore and compare climate data for deserts around the world.  To explain how erosion and other processes create different desert formations.  To describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation.</p>	

	<p><b><u>Human and Physical Geography</u></b>          To know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.          To describe what some of the climate zones of the world are like.          To identify key physical features of the seven continents, including the tallest mountain and longest river in each.          To describe the difference between human and physical geography.          To use a variety of sources to find out about the physical and human geography of a particular country.  <b><u>Geographical Skills and Fieldwork</u></b>          To label each of the seven continents on a world map.          To locate countries in a particular continent on a world map.          To use given clues to help me locate a country on a world map.          To know that I can use an atlas and the internet to find where countries are located in the world.          To use a climate zone map to identify what a country's climate is like.          To locate major capital cities of the world on a map.</p>	<p>To know some of the strategies put in place to help people survive when they are near a volcano eruption.          To explain the difference between a composite, shield and dome volcano.          To explain the difference between a dormant, active and extinct volcano.          To know what tectonic plates are.          To know that most world's volcanoes are found at the boundaries of tectonic plates.          To know that the 'ring' of fire is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.          To know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes.          To identify some of the animals and plants that live in volcanic areas.          To describe some of the human and physical features of Hawaii, a volcanic area.          To carry out their own research about a particular volcano.  <b><u>Geographical Skills and Fieldwork</u></b>          To locate volcanoes on a world map.          To use a key to label the world's tectonic plates on a map.          To name countries and continents that sit on different tectonic plates.</p>	<p>To describe some of the ways in which people use desert land to live.          To use independent research to find out about the human geography of a desert city.          To describe and discuss the causes and consequences of desertification.  <b><u>Geographical Skills and Fieldwork</u></b>          To use a map with a key to identify deserts on a world map.</p>	
Year 4	<p><b><u>Rainforest</u></b>  <b><u>Intent Question</u></b>  <b><u>Why are forests important?</u></b>  <b><u>Lesson Sequence</u></b></p> <p>1. What is a rainforest and where are they found?</p>	<p><b><u>Settlements</u></b>  <b><u>Intent Question</u></b>  <b><u>What land features did early settlers have to consider when choosing a location?</u></b>  <b><u>Lesson Sequence</u></b></p>	<p><b><u>Our European Neighbours</u></b>  <b><u>Intent Question</u></b>  <b><u>What are the differences between London and Paris?</u></b>  <b><u>Lesson Sequence</u></b></p> <p>1. Where is Europe and what are its features?</p>	Eden Project.

<ol style="list-style-type: none"> <li>2. What are the layers of vegetation in a rainforest?</li> <li>3. What is the climate of a rainforest?</li> <li>4. Who lives in the rainforest and what are their settlements like?</li> <li>5. Why is the rainforest under threat and what measures are being taken to protect it?</li> </ol> <p><b>Locational Knowledge</b> To know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. To name continents and countries that have areas of rainforest.</p> <p><b>Human and Physical Geography</b> To define what a rainforest is. To locate areas of rainforest on a world map. To know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. To describe the four layers of the rainforest and name some animals that live in each layer. To know what the water cycle is. To explain the basic steps of the water cycle using appropriate vocabulary. To explain why rain falls more often in rainforests than in other parts of the world. To use line graphs and bar charts to explore the climate of rainforests. To know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. To compare daily life for people living in rainforest tribes with that of people living in modern society.</p>	<ol style="list-style-type: none"> <li>1. What were the needs of early settlers and what were the origins of place names?</li> <li>2. What different settlements were there and how have settlements changed over time?</li> <li>3. What can you find out about settlements using maps and map symbols?</li> <li>4. What do grid references tell us about settlements?</li> <li>5. Plan a new settlement.</li> <li>6. Create a map of a settlement?</li> </ol> <p><b>Locational Knowledge</b> To identify modern settlements that have developed from an early settlement. To explain how settlements have developed over time.</p> <p><b>Place Knowledge</b> To identify and discuss the features of different settlements. To use my local knowledge when exploring maps.</p> <p><b>Human and Physical Geography</b> To suggest land features early settlers would need to consider when choosing a settlement location. To design a settlement incorporating necessary human and physical features.</p> <p><b>Geographical Skills and Fieldwork</b> To identify map symbols and abbreviations on an Ordnance Survey map. To use online mapping software and Ordnance Survey maps to identify different features. To use online mapping software and Ordnance Survey maps to describe the areas between settlements. To create a plan of a fictional settlement.</p>	<ol style="list-style-type: none"> <li>2. Where and what are the countries of Europe?</li> <li>3. How can you identify European countries according to their features?</li> <li>4. What are the major capital cities of Europe?</li> <li>5. Compare two European capitals. What do you discover?</li> <li>6. What are the human and physical features of your chosen European country?</li> </ol> <p><b>Locational Knowledge</b> To name different countries in Europe. To name the seas and oceans surrounding Europe.</p> <p><b>Place Knowledge</b> To compare the human and physical geography of London and Paris. To ask and answer questions to help me compare London and Paris.</p> <p><b>Human and Physical Geography</b> To identify European countries based on human features, such as language, flag and currency. To identify the capital cities of Europe. To compare two European capital cities according to their human and physical features. To use independent research to explore the human and physical features of a particular European country.</p> <p><b>Geographical Skills and Fieldwork</b> To locate the countries of Europe, including Russia, on a map of Europe. To locate the capital cities of Europe on a map</p>	
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	<p>To know what deforestation is and why it is happening.</p> <p>To describe the impact deforestation has on local wildlife and the environment.</p> <p>To describe ways in which steps are being taken to protect rainforests from deforestation.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>To use a world map to find out the names of some countries that have rainforests in them.</p> <p>To sort countries into those that do and those that don't have areas of rainforest.</p>				
Year 5	<p><u><b>The United Kingdom.</b></u></p> <p><u><b>Intent Question</b></u></p> <p><u><b>How is our country changing?</b></u></p> <p><u><b>Lesson Sequence</b></u></p> <p>1. What are the key geographical features of the UK?</p> <p>2. Name and locate the countries of the UK?</p> <p>3. What and where are the towns and cities of the UK?</p> <p>4. What and where are the main hills and mountains?</p> <p>5. What seas and coasts surround the UK?</p> <p>6. What are the major rivers of the UK?</p> <p><u><b>Locational Knowledge</b></u></p> <p>To describe key geographical features of the UK and its countries.</p> <p>To know that the UK can be split into regions and that each region contains several counties.</p>	<p><u><b>Investigating Rivers.</b></u></p> <p><u><b>Intent Question</b></u></p> <p><u><b>Why do rivers wind?</b></u></p> <p><u><b>Lesson Sequence</b></u></p> <p>1. What is the water cycle?</p> <p>2. What are the features of rivers, how do they erode and how are they used?</p> <p>3. Why are rivers important?</p> <p>4. What causes river pollution and what effect does it have on the environment?</p> <p>5. Investigate a river in detail including its effects on the environment and landscape.</p> <p>6. Conduct a geographical enquiry.</p> <p><u><b>Human and Physical Geography</b></u></p> <p>To explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration.</p> <p>To describe the role rivers play in the water cycle.</p> <p>To explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander.</p>	<p><u><b>Extreme Earth.</b></u></p> <p><u><b>Intent Question</b></u></p> <p><u><b>Will you ever see the water you drink again?</b></u></p> <p><u><b>Lesson Sequence</b></u></p> <p>1. What are the Earth's climates and areas of extreme temperature?</p> <p>2. What is the water cycle and how is water distributed across the world?</p> <p>3. What can you discover about extreme weather condition across the world?</p> <p>4. What causes earthquakes?</p> <p>5. What is a tsunamis and how is it caused?</p> <p>6. What are volcanoes and how are they formed?</p> <p><u><b>Locational Knowledge</b></u></p> <p>To know where some places of extreme temperature are located.</p> <p><u><b>Geographical Skills and Fieldwork</b></u></p>	<p>Rough Tor.</p> <p>River Hayle and estuary</p>	



	<p>To identify and name the counties of the UK.</p> <p><b><u>Human and Physical Geography</u></b></p> <p>To explore the human and physical features of a particular town or city in the UK.</p> <p>To know the difference between a hill and a mountain.</p> <p>To describe how different mountains are formed.</p> <p>To name and locate mountain ranges of the UK.</p> <p>To know the difference between a sea and an ocean.</p> <p>To identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs.</p> <p>To name and locate the major rivers of the UK.</p> <p>To know that rivers start their journey at the source and end their journey at the mouth.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>To place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands.</p> <p>To use given clues to locate the counties of England on a map.</p> <p>To use a map to answer true or false questions about the location of a county.</p> <p>To locate the major towns and cities of the UK on a map.</p>	<p>To explain the processes of erosion, transportation and deposition in relation to rivers.</p> <p>To describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure.</p> <p>To describe the causes of river pollution and its effect on the environment.</p> <p>To generate geographical questions about a particular river and use a variety of sources to find the answers.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>To use a world map to identify major rivers around the world.</p>	<p>To know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs.</p> <p>To use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them.</p> <p>To explain what a drought is and some of the causes and effects.</p> <p>To explain why some areas, get more rain than others in relation to the water cycle.</p> <p>To describe some extreme weather phenomena around the world, including tornados, tropical storms, hailstorms and blizzards.</p> <p>To describe the effects of extreme weather phenomena on the environment and people affected.</p> <p>To use plate tectonics to describe what earthquakes are and why they happen.</p> <p>To know what the Richter scale is.</p> <p>To describe the effects of earthquakes on the environment and people affected.</p> <p>To know that tsunamis occur when there are earthquakes on the ocean floor.</p> <p>To describe what happens when a volcano erupts.</p>	



Year 6	<p><b><u>Our Local Area.</u></b>  <b><u>Intent Question</u></b>  <b><u>What are the different examples of land use in your local area?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. What is the economic activity of your local area?</li> <li>2. What settlements are found in your local area?</li> <li>3. Explore settlements.</li> <li>4. What climate zones are their in your local area?</li> <li>5. What rivers form a part of your local area?</li> <li>6. What mountains and hills are a part of your local area?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time.  To know that settlements can be split into different zones, including commercial, residential, industrial, educational, forests, parks and commons.</p> <p><b><u>Human and Physical Geography</u></b>  To know the difference between high-order and low-order services in a settlement.  To know which products are exported from the UK, their value, their share of UK exports and the main importer countries.  To name many of the natural resources that are found in the UK.  To identify UK commodities that are made or produced in my local area.</p>	<p><b><u>South America.</u></b>  <b><u>Intent Question</u></b>  <b><u>What daily challenges do it's inhabitants face?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. Where is South America and what are the countries of South America?</li> <li>2. What is the climate of South America?</li> <li>3. What are the major mountain ranges of South America?</li> <li>4. What is the human geography of South America?</li> <li>5. What trade and industry is there in South America?</li> <li>6. Prepare an in depth study of a South American country?</li> <li>7. Can you compare an area of South America with the UK?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To name the countries of South America.  To use their understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like.</p> <p><b><u>Place Knowledge</u></b>  To use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America.  To compare the human and physical features of Brazil and the UK.</p> <p><b><u>Human and Physical Geography</u></b>  To identify and describe the different climate zones of South America.  To know that the Andes are the major mountain range of South America.  To use plate tectonics to describe how mountains are formed.  To know what a volcano is and how they are formed.  To know the differences between the three types of volcanos.</p>	<p><b><u>North America.</u></b>  <b><u>Intent Question</u></b>  <b><u>What is the time and dates in the major locations in North America?</u></b>  <b><u>Lesson Sequence</u></b></p> <ol style="list-style-type: none"> <li>1. What are the countries of North America?</li> <li>2. What are the climates of North America?</li> <li>3. What are the geographical features of North America?</li> <li>4. What are the capital cities of North America?</li> <li>5. What different time zones are there in North America?</li> <li>6. Compare a region in the UK to a region in North America?</li> <li>7. What is the human and physical geography of North America?</li> </ol> <p><b><u>Locational Knowledge</u></b>  To identify the countries of North America.  To match North American capital cities with their correct country.</p> <p><b><u>Place Knowledge</u></b>  To compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places.</p> <p><b><u>Human and Physical Geography</u></b>  To compare the climates of different parts of North America using graphs. To match a description of a climate to a corresponding bar graph.  To describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed.</p>	Trevor Smitherham, Hayle Heritage Centre.
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	<p>To describe land use around my school, explaining how I feel about different areas and what I would change.</p> <p>To compare local climate data with climate data for other parts of the UK.</p> <p>To know how different winds can affect the climate of different parts of the UK.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>To use fieldwork to observe where some of the UK's natural resources can be found.</p> <p>To use fieldwork to identify different examples of land use in my local area.</p> <p>To use fieldwork to take photos and make notes about my local area, then use this information to make a corresponding map or model.</p> <p>To use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me.</p> <p>To use fieldwork to gather information about the vegetation and wildlife of a local river.</p> <p>To use fieldwork to gather weather data about my local area.</p> <p>To use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain.</p> <p>To use a topographical map to identify the major mountain ranges of the UK.</p>	<p>To know how humans use the Andes for things like natural resources, hydroelectric dams, and tourism.</p> <p>To compare aspects of the human geography of South America, such as population, life expectancy, language, religions and currency.</p> <p>To know that the main industries of South America are agriculture and timber.</p> <p>To name some key industries in different South American countries.</p> <p>To use independent research to find out key details of the human and physical geography of a particular South American country</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>To locate the countries of South America on a map.</p> <p>To use political maps and climate maps to identify the climate zones of South America.</p> <p>To use a topographical map to locate the mountain ranges of South America.</p> <p>To use a map of plate tectonics to identify the location of the Andes.</p> <p>To create a colour key on a map of South America to denote key industries.</p>		<p>To compare the features of North American capital cities, and order cities by population and area.</p> <p>To use independent research to find out about the human and physical geography of a particular North American country</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>To use given information about the location of North American countries to label a map of North America.</p> <p>To use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.</p>		
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