

## Geography

	Autumn		Spring		Summer	
N	Topics: All About Me, Traditional Tales, Winter and Christmas		Topics: People Who Help Us, Growing, Magic: Witches and Wizards		Topics: Animals, Seaside and Transport	
	To know	To know how	To know	To know how	To know	To know how
	<p><b>Seasons -Winter</b> To know that Winter is a season.</p> <p>To be able to identify the seasonal and weather changes in Winter</p> <p>To begin to be able to ask questions aspects of familiar world such as the place where I live or the natural world.</p>	<p><b>Seasons - Winter</b> To know that Autumn is a season.</p> <p>To be able to identify the seasonal and weather changes in Autumn</p> <p>To begin to be able to ask questions aspects of familiar world such as the place where I live or the natural world.</p>	<p><b>Seasons - Spring</b> To know that Spring is a season.</p> <p>To be able to identify the seasonal and weather changes in Spring</p> <p>To be able to ask questions aspects of familiar world such as the place where I live or the natural world.</p> <p>To be able to Plant seeds and care for growing plants.</p> <p>To Understand the key features of the life cycle of a plant and an animal.</p> <p>To Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Emergency Vehicles and hospital uniforms in different countries</b></p> <p>To find out about different forms of emergency transport in other</p>	<p><b>Seasons – Spring</b> I know how to identify a season.</p> <p>I know how the weather changes in different seasons.</p> <p>I know how to ask questions about where we live or the natural world.</p> <p>I know how to plant seeds and care for growing plants.</p> <p>I know how a plant or animal changes through it's life cycle.</p> <p>I know how to respect and care for the natural world.</p> <p><b>Emergency Vehicles and hospital uniforms in different countries</b></p> <p>I know how about different forms of emergency transport in other countries.</p> <p>I know how to identify similarities and differences between emergency transport</p> <p>I know about different emergency uniforms in other</p>	<p><b>Animal Habitats</b></p> <p>To be able to name a range of different animals and understand about different habitats (farm, zoo, pets etc.)</p> <p>To be able to name farm animals.</p> <p>To begin to be able to identify the items produced by farm animals.</p> <p>To identify simple features of animals.</p> <p>To begin to identify zoo animals.</p> <p>To be able to notice similarities and differences between animals.</p> <p>To show curiosity and interest where animals live.</p> <p>To begin to identify the produce obtained from farm animals (e.g. cow – milk, sheep – wool, etc...)</p> <p>To begin to understand where different animals live.</p> <p>To begin to identify the difference between a pet and a farm / wild animal.</p> <p>To begin to find out about Animal hibernation</p> <p>To begin to ask questions about the natural world</p> <p><b>At the Seaside/Summer</b></p>	<p><b>Animal Habitats</b></p> <p>To know how to talk about and name a range of different animals and understand about different habitats (farm, zoo, pets etc.)</p> <p>To know how to talk about and name farm animals.</p> <p>To know how animals make the items produced by farm animals.</p> <p>To know how to talk about the features of animals.</p> <p>To know how to identify zoo animals.</p> <p>To be able to notice similarities and differences between animals.</p> <p>I know how to show curiosity and interest where animals live.</p> <p>To begin to identify the produce obtained from farm animals (e.g. cow – milk, sheep – wool, etc...)</p> <p>To begin to understand where different animals live.</p> <p>To begin to identify the difference between a pet and a farm / wild animal.</p> <p>To begin to find out about Animal hibernation</p> <p>To begin to ask questions about the natural world</p>

			<p>countries.</p> <p>To identify similarities and differences between emergency transport In other countries</p> <p>To find out about different emergency uniforms in other countries.</p> <p>To identify similarities and differences between emergency uniform In other countries</p> <p>To be able to Show interest in different occupations.</p> <p>To begin to Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>countries.</p> <p>I know how to identify similarities and differences between emergency uniforms in other countries.</p> <p>I know about different occupations.</p> <p>I know how to talk about different countries in the world</p>	<p>To know where the seaside is</p> <p>To begin to be able to describe simply the features of the seaside</p> <p>To be able to talk about some of the things I have observed such as the place where I live or the natural world.</p> <p>To be able to talk about features of my environment in comparisons to the seaside.</p> <p>To begin to make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>To be able to show care and concern for living things and the environment.</p> <p>To begin to know that environments might vary from one another.</p> <p>To find the seaside on a simple map relation to where we live.</p> <p>To begin to name the 4 seasons and talk about which one is my favourite.</p>	<p><b>At the Seaside/Summer</b></p> <p>I know how to find where the seaside is</p> <p>I know how to begin to be able to describe simply the features of the seaside</p> <p>I know how to talk about some of the things I have observed such as the place where I live or the natural world.</p> <p>I know how to talk about features of my environment in comparisons to the seaside.</p> <p>I know how to begin to make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I know how to show care and concern for living things and the environment.</p> <p>I am beginning to know know that environments might vary from one another.</p> <p>To find the seaside on a simple map relation to where we live.</p> <p>To begin to name the 4 seasons and talk about which one is my favourite.</p>
R	Topics: All About Me, Fantasy, Winter and Christmas		Topics: People Who Help Us, Where We Live, Space		Topics: Animals and Dinosaurs, Under the Sea, Pirates	
	To know	To know how	To know	To know how	To know	To know how

	<p><b>Key skill focus during a circle time:</b> <b>To draw a picture of my home and describe it's features.</b></p> <p>I can talk about places I have been with my family.</p> <p>I can talk about my new school and my classroom (my immediate environment)</p> <p>I can ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I know and can talk about some things I have observed such as plants, animals, natural and found objects.</p> <p><b>We look at things we might need in our Winter topic due to colder weather.</b></p> <p><b>Key skill focus circle time: How Christmas is celebrated around the world.</b></p> <p>I can ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I know and can talk about some things I have observed such as plants, animals, natural and found objects.</p> <p>I can read different fairytales from different cultures and compare them.</p> <p>I can talk about how</p>	<p><b>Key skill focus during a circle time:</b> <b>To draw a picture of my home and describe it's features.</b></p> <p>I know how to talk about places I have been with my family.</p> <p>I know how to talk about my new school and my classroom (my immediate environment)</p> <p>I know how to ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I know and can talk about some things I have observed such as plants, animals, natural and found objects.</p> <p><b>We look at things we might need in our Winter topic due to colder weather.</b></p> <p><b>Key skill focus circle time: How Christmas is celebrated around the world.</b></p> <p>I know how to ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I know and can talk about some things I have observed such as plants, animals, natural and found objects.</p> <p>I know how to read different fairytales from different cultures and compare them.</p> <p>I know how to talk about how postmen/women use maps to deliver post (Jolly Christmas)</p>	<p><b>Our Literacy topic has a key Geography focus topic (Where We Live and our Local Area)</b></p> <p>I can locate where our school is on a map.</p> <p>I can create simple maps of our walk to school.</p> <p>I can create a simple map of our park or school.</p> <p>I can look and identify our school on a map.</p> <p>I can talk about features of my environment.</p> <p>I can ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I can compare my home to school.</p> <p>I can identify and use simple representations for things on a map e.g. square – house.</p> <p>I can use navigational language.</p> <p>I can talk about what is near my home and where my home is.</p> <p>I can draw or build my house.</p> <p>I can talk about different types of transport.</p>	<p><b>Our Literacy topic has a key Geography focus topic (Where We Live and our Local Area)</b></p> <p>I know how locate where our school is on a map.</p> <p>I know how to create simple maps of our walk to school.</p> <p>I know how to create a simple map of our park or school.</p> <p>I know how to look and identify our school on a map.</p> <p>I know how to talk about features of my environment.</p> <p>I know how to ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>I know how to compare my home to school.</p> <p>I know how to identify and use simple representations for things on a map e.g. square – house.</p> <p>I know how to use navigational language.</p> <p>I know how to talk about what is near my home and where my home is.</p> <p>I know how to draw or build my house.</p> <p>I know how to talk about different types of transport.</p> <p><b>As part of our Literacy topic</b></p>	<p><b>As part of our Literacy topic Animals we go on safari for a week and look at different habitats and animals and where they live. We look at countries they live in on a map. We compare their habitats and animals to the UK.</b></p> <p><b>Key skill focus during a circle time:</b> <b>I can compare two different countries/ places that animals live. E.g. jungle and farm.</b></p> <p>I can talk about features of my environment.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I know that environments might vary from one another.</p> <p>I can look at a map and see where different animals live in the jungle.</p> <p>I can compare places animals live.</p> <p>I can talk about climate and different places in the world.</p> <p><b>As part of our Literacy topic we create maps as Pirates. We also look at different places/habitats sea creatures have.</b></p> <p><b>Key skill focus during a circle</b></p>	<p><b>As part of our Literacy topic Animals we go on safari for a week and look at different habitats and animals and where they live. We look at countries they live in on a map. We compare their habitats and animals to the UK.</b></p> <p><b>Key skill focus during a circle time:</b> <b>I can compare two different countries/ places that animals live. E.g. jungle and farm.</b></p> <p>I know how to talk about features of my environment.</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I know how to talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>I know how environments might vary from one another.</p> <p>I know how to look at a map and see where different animals live in the jungle.</p> <p>I know how to compare places animals live.</p> <p>I know how to talk about climate and different places in the world.</p> <p><b>As part of our Literacy topic we create maps as Pirates. We also look at different places/habitats sea creatures have.</b></p>
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	<p>postmen/women use maps to deliver post (Jolly Christmas Postman)</p> <p>I can talk about how post travels all over the world.</p> <p>I can use beebots on simple maps to navigate from a to b.</p> <p>I can use navigational language</p> <p>I know that people of other cultures speak different languages.</p>	<p>Postman)</p> <p>I know how to talk about how post travels all over the world.</p> <p>I know how to use beebots on simple maps to navigate from a to b.</p> <p>I know how to use navigational language</p>	<p><b>As part of our Literacy topic Space we look at Earth and features of our planet.</b></p> <p><b>Key skill focus during a circle time: I can identify our planet from space.</b></p> <p>I can talk about why things happen and how things work.</p> <p>I can start to develop an understanding of growth, decay and changes over time.</p> <p>I know how to look after living things in the environment.</p> <p>I can identify the different planets in the solar system.</p> <p>I can use google Earth to look at what our planet looks like from space.</p> <p>I can identify our planet.</p> <p>I know that people of other cultures speak different languages.</p>	<p><b>Space we look at Earth and features of our planet.</b></p> <p><b>Key skill focus during a circle time: I can identify our planet from space.</b></p> <p>I know how to talk about why things happen and how things work.</p> <p>I know how to start to develop an understanding of growth, decay and changes over time.</p> <p>I know how to look after living things in the environment.</p> <p>I know how to identify the different planets in the solar system.</p> <p>I know how to use google Earth to look at what our planet looks like from space.</p> <p>I know how to identify our planet.</p>	<p><b>time:</b></p> <p><b>I can describe how to look after the environment (sea).</b></p> <p>I can talk about features of my environment.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I know that environments might vary from one another.</p> <p>I can look at Google Earth and identify land and sea.</p> <p>I can look on Google Maps and make comparisons between the seaside and our area.</p> <p>I can look at where the seaside is on a map in relation to where we live.</p> <p>I know that people of other cultures speak different languages.</p> <p>I can use maps and create my own maps.</p>	<p><b>Key skill focus during a circle time:</b></p> <p><b>I can describe how to look after the environment (sea).</b></p> <p>I know how to talk about features of my environment.</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I know how to talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>I know how environments might vary from one another.</p> <p>I know how to look at Google Earth and identify land and sea.</p> <p>I know how to look on Google Maps and make comparisons between the seaside and our area.</p> <p>I know how to look at where the seaside is on a map in relation to where we live.</p>
1	<b>What does our local area look like and how can we improve it?</b>					
	<b>To know</b>	<b>To know how</b>	<b>To know</b>	<b>To know how</b>	<b>To know</b>	<b>To know how</b>

	<p>To know that they live in Sale, which is in England.</p> <p>To know that England is in the United Kingdom (as well as Wales, Northern Ireland and Scotland).</p> <p>To know the capital cities of each country in the United Kingdom (England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast).</p> <p>To know the flags for of each country in the United Kingdom.</p> <p>To know what a map is used for and what the key is for.</p> <p>To know the features of an urban area (office building, shops, houses)</p> <p>To know the features of a rural area (farmland, open countryside, rivers).</p> <p>To know the differences between rural and urban areas.</p> <p>To know that they live in an urban area.</p> <p>To know what a physical feature is (weather, rivers, trees).</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate Sale on a map.</li> <li>- I know the 4 capital cities of the UK.</li> <li>- I can ask questions around their surrounding area.</li> <li>- I can respond to questions like ‘what’ and ‘where’?</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I can use some of my senses to observe Ashton Park.</li> <li>- I can identify simple types of buildings and places around me and know their own special features and talk about urban and rural.</li> </ul> <p><b>Use of Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know and can use simple geographical vocabulary e.g. human, physical, urban, rural.</li> <li>- I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house</li> </ul> <p><b>Using Globes, Maps and Plans</b></p> <ul style="list-style-type: none"> <li>- I can locate the four countries of the UK on a map.</li> </ul>				
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	<p>To know what a human feature is (houses, roads, shops). To know that there has been an increase in human features over time.</p>	<ul style="list-style-type: none"> <li>- I may use a simple key on map.</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can follow directions – up, down, left and right when on their trip to Ashton Park.</li> <li>- I may be able to identify local features of Sale on a map with my teacher.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can use secondary sources – pictures, photos, stories and/or films to find out about a place.</li> <li>- I can tell you what a place is like in simple terms and use weather, park, shops to describe.</li> </ul> <p>To describe how a place changes over time.</p>				
2			How does life differ for children in regions of East Asia compared to our lives in Sale?			
	To know	To know how	To know	To know how	To know	To know how

			<p>To use world maps, atlases and globes to identify the countries, continents and recognize land, sea and rivers.</p> <p>To understand that the world is split into 7 continents.</p> <p>To locate Sale, Manchester on a world map.</p> <p>To locate East Asia and the regions within on a world map.</p> <p>To produce a key on a map to identify different regions, capital cities and physical features.</p> <p>To identify the main physical features of China on a map.</p> <p>To understand what life is like for people in East Asia.</p> <p>To explain what a capital city is.</p> <p>To explain some differences and similarities between Beijing and London.</p> <p>To know key landmarks in Beijing.</p> <p>To identify and describe key tourist landmarks in Tokyo.</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can compare where I live in Sale to places in East Asia</li> <li>- I can ask questions about other cultures.</li> <li>- I can respond to questions like 'what' and 'where'?</li> <li>- I understand there are 7 continents.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I can use some of my senses to observe places and use 4 way thinking about my local area and compare it to Tokyo.</li> <li>- I can use 4 points on a compass.</li> </ul> <p><b>Use of Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know and can use geographical vocabulary e.g. landmarks, capital city, tourism, population.</li> <li>- I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.</li> </ul> <p><b>Using Globes, Maps and Plans</b></p>		
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			<p>To describe the differences and similarities between schools in China and the UK.</p> <p>To understand different cultures and traditions.</p> <p>To describe in detail a celebration in another part of the world.</p> <p>To locate different areas of East Asia on a map.</p> <p>To know the national dishes of different parts of East Asia.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To recall facts about the significance of the Great Wall of China.</p>	<ul style="list-style-type: none"> <li>- I can locate the UK and places in East Asia on a map.</li> <li>- I can draw my own simple picture maps, plans with labels of places I know or imaginary places/stories</li> <li>- I may use my own symbols in a simple key to show capital cities.</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can follow directions – up, down, left and right.</li> <li>- I may be able to identify features of certain places in China such as the Great Wall and Yellow/Yangze River on aerial photographs.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can use secondary sources – pictures, photos, stories and/or films to find out about a place.</li> </ul> <p>I can tell you what a place is like in simple terms and identify physical and human features.</p>		
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3					What makes Sale and attractive settlement?	
	To know	To know how	To know	To know how	To know	To know how
					<p>To define a settlement.</p> <p>To recognise different types of settlements</p> <p>To know what services Sale has (eg post office, shops, petrol station).</p> <p>To identify the important services required in a settlement.</p> <p>To compare differences in towns, cities and villages.</p> <p>To identify features that make a settlement attractive</p> <p>To understand where a settlement should be created e.g. coast vs city.</p> <p>To identify and name different sizes of settlements (e.g. city, town and village).</p> <p>To discuss what would be included in the perfect settlement.</p> <p>To explain advantages and disadvantages of rural and urban settlements – proximity to city centre, transport, facilities, greenery, privacy etc.</p> <p>To begin to understand the costs of available housing and materials.</p> <p>To identify some features or urban and rural</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate Sale and Manchester on a map.</li> <li>- I can identify physical and human characteristics and key topographical features.</li> <li>- I understand how places change over time</li> <li>- I can compare similarities and differences of different regions.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I can use some of my senses to observe Sale.</li> <li>- I can use 8 way thinking to think about my locality.</li> <li>- I can carry out a simple questionnaire.</li> <li>- I can investigate my local area, looking at types of shops, services and houses.</li> </ul> <p><b>Use of Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I know and can use more complex geographical vocabulary e.g. community, routes, human and physical to</li> </ul>

					<p>settlements. (eg. Air quality, transport links, job opportunities).</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To know the reasons for the origins of a settlement.</p> <p>To describe settlements as nucleated, linear or dispersed.</p>	<p>describe different places.</p> <ul style="list-style-type: none"> <li>- I can begin to use vocabulary from Maths and Science to describe features and processes.</li> </ul> <p><b>Using Globes, Maps and Plans</b></p> <ul style="list-style-type: none"> <li>- I can locate my local environmental region and other major cities.</li> <li>- I can use a globe &amp; maps &amp; some OS symbols on maps to name geographical regions &amp; identify physical and human characteristics, including: cities, rivers, mountains, hills, key topographical features, land-use patterns</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can use 8 points of a compass.</li> <li>- I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</li> <li>- I can use and understand Ordnance Survey symbols</li> <li>- I can use aerial photos and satellite images, beginning to use smaller scale aerial views</li> </ul>
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						<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>- I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of different areas in the UK.</li> </ul> I can identify differences between places.
4	What effect do volcanoes and earthquakes have on communities?					
	To know	To know how	To know	To know how	To know	To know how
	<p>To know the physical and human effects of earthquakes.</p> <p>To know that the four layers of the Earth are the crust, mantle, inner core and outer core.</p> <p>To understand that tectonic plates are large parts of the earth that move.</p> <p>To know what the Ring of Fire is.</p> <p>To know why people live near volcanoes</p> <p>To be able to use a tectonic plate map to mark boundaries on a blank world map.</p> <p>To know that volcanoes</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate the world's countries that have volcanic and earthquake activity using maps</li> <li>- I understand how some aspects have changed over time due to devastation from natural disaster</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.</li> </ul>				

<p>and earthquakes are caused by fault lines around the circumference in the area.</p> <p>To know that a fault line is the line in which two tectonic plates meet</p> <p>To accurately draw and label a volcano diagram.</p> <p>To understand the difference between active and dormant volcanoes.</p> <p>To locate some of the world's active volcanoes are, like Kīlauea.</p> <p>To know the parts of a volcano and understand their functions.</p> <p>To understand the physical effects of a volcanic eruption.</p> <p>To consider the impact the volcanic eruption had on the people of Pompeii.</p> <p>To know that Mount Vesuvius erupted in AD79.</p> <p>To understand how a sudden jerk of a tectonic plate causes an earthquake.</p>	<ul style="list-style-type: none"> <li>- I can conduct surveys.</li> <li>- I am able to use simple equipment to measure and record.</li> <li>- I apply mathematical skills in data handling to geography fieldwork.</li> <li>- To carry out research using secondary sources.</li> <li>- To interpret data.</li> </ul> <p><b>Use of Geographical Vocabulary</b></p> <ul style="list-style-type: none"> <li>- I can explain the formation of a volcano and process of an earthquake using specific geographical vocabulary.</li> </ul> <p><b>Using Globes, Maps and Plans</b></p> <ul style="list-style-type: none"> <li>- I can locate the countries along a fault line and predict what might happen in their area.</li> <li>- I can understand need for a key.</li> <li>- I understand the purpose of maps.</li> <li>- I am beginning to understand scale and distance on a map, using and applying mathematical skills.</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can use 8 points of a compass.</li> </ul>				
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	<p>To know that the focus releases seismic waves which causes vibrations on the earth's surface</p> <p>To know that the epicentre in the strongest point of the earthquake on the earth's surface</p> <p>To understand the physical effects of an earthquake.</p> <p>To understand that geologists measure earthquakes using a Richter scale.</p> <p>To understand why the Roman Mercalli scale is not used now and why the Richter scale is more commonly known.</p> <p>To understand that earthquakes are more likely to happen in certain countries due to fault lines.</p> <p>To understand how people adapt to the area they live in (by having precautionary systems in place).</p> <p>To understand the human effect of earthquakes.</p>	<ul style="list-style-type: none"> <li>- I can map evidence from fieldwork e.g. sketch annotated views of local area.</li> <li>- I can use aerial photos and satellite images, beginning to use smaller scale aerial views to identify volcanic and seismic activity.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can explain volcanoes/ earthquakes in simple terms.</li> <li>- I understand the benefits and disadvantages of living near a volcano</li> </ul> <p>I understand the human and physical after effect of an earthquake.</p>				
5					How does life differ for children in a region of Africa compared to our lives in Sale?	

	To know	To know how	To know	To know how	To know	To know how
					<p>To know that Africa is a continent.</p> <p>To know that there are 7 continents in the world and 54 countries make up Africa.</p> <p>To identify which countries have a coastline/rivers/landlocked.</p> <p>To discuss similarities and differences in the different terrains in Africa e.g. desert, rainforests, savannas.</p> <p>To understand that that people are most likely to live near a water source and discuss why they think that.</p> <p>To know the climate of Africa is different than in the UK.</p> <p>To understand history, topography and biodiversity of different regions of Africa.</p> <p>To know what a biome is.</p> <p>To know who the Bedouin tribe are.</p> <p>To understand the impact of an increasing population = increasing use of natural resources.</p> <p>To consider that poverty, religion, health, political boundaries decided during imperialism mean that cultures were often</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate Africa on a map and know it's made up of 54 countries.</li> <li>- I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within Africa.</li> <li>- I can identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night)</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes of climate and weather.</li> <li>- I can carry out a focused in depth study of Kenya</li> </ul> <p><b>Use of Geographical</b></p>

					<p>dissected by political boundaries and these unnatural divisions are a source of tension and conflict).</p> <p>To know about the Apartheid.</p> <p>To compare Africa and the UK and identify differences in river, wildlife, climate and rainfall, terrain.</p> <p>To understand human and physical geographical differences between Kenya and the UK</p> <p>To introduce pupils to life in a less economically developed country.</p> <p>To consider the benefits and disadvantages of urban and rural living and understanding why people might migrate</p> <p>To know there are different types of settlements all around Africa e.g. tribes</p> <p>To know what fair trade is and understand the benefits of it</p> <p>To know what water aid is and understand the benefits of it.</p> <p>To know that the lack of clean water means sometimes food can't grow, build housing, stay in school/work and keeps you in poverty cycle.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I introduce precise geographical words when describing geographical places and features</li> <li>- I can identify physical and human characteristics of different regions of Africa using specific geographical vocabulary.</li> </ul> <p><b>Using Globes, Maps and Plans</b></p> <ul style="list-style-type: none"> <li>- I can locate the world's countries, using maps to focus on Africa.</li> <li>- I can show the position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day &amp; night) using a globe.</li> <li>- I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can use 8 points of a compass.</li> <li>- I can, draw a detailed sketch map using</li> </ul>
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					<p>To give a basic understanding of the differences and similarities between children in Kenya and those in the UK. Food, water, housing, schooling, disease etc.</p> <p>To give pupils a chance to reflect on their own position in society.</p> <p>To show how poverty and relying on their environment for food can affect people's lives.</p> <p>To understand the challenges faced by farmers in Africa e.g. wages, land quality, poor access to markets, changing extreme weather.</p>	<p>symbols and a key.</p> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can understand key aspects of physical geography in Africa e.g. climate zones, biomes and vegetation belts.</li> <li>- I can describe in detail types of settlement, land use, economic activity including trade links.</li> </ul> <p>I can give a few reasons for the impact of geographical influences/ effects on people place</p>
6			What can I do now to ensure a more sustainable future for our planet?			
	To know	To know how	To know	To know how	To know	To know how
			<p>To know what sustainability is (looking after our environment for the future).</p> <p>To know that pollution can come from different places: from landfill, transport, using too many fossil fuels, deforestation, water</p>	<p><b>Locational Knowledge and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate the 7 continents and 5 oceans on a map.</li> <li>- I can explain how the tectonic shift has changed the words geographical make up over millions of years.</li> <li>- I understand was</li> </ul>		



			<p>pollution of waterways and seas / oceans, farming.          To know it is important we must manage our waste and pollution because of the impact on our future.          To name some impacts of continued pollution and greenhouses gas usage.          To know what the greenhouse effect is and that is leads to global warming.          To know what happens to our waste and the waste in other countries.          To know some alternative to fossil fuels and that these are called renewable energy sources.          Wind, water, solar, tidal –etc          To know the difference between renewable sources and non-renewable sources of energy          To know some advantages and disadvantages to renewable sources of</p>	<p>Pangea was and when it was - how and why places change over time.</p> <ul style="list-style-type: none"> <li>- I can identify South America on a map.</li> <li>- I can identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night) on a map.</li> <li>- I can identify countries in the UK and their capitals as well as some key places locally.</li> <li>- I know Manchester is located in the North West of England.</li> <li>- I can identify mountains and rivers on an OS Map.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>- I can collect, analyse &amp; communicate data from a questionnaire, tallies, sketches.</li> <li>- I can carry out orienteering activities during my Newlands trip.</li> </ul> <p><b>Use of Geographical</b></p>		
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			<p>energy.          To name coal, oil, gas as fossil fuels which are non-renewable sources of energy and will eventually run out.          To understand how farming palm oil effects our environment.          To understand the effects of fast fashion and ways we can minimise these effects.          To name 4 things we can do at school or home to more efficient or less polluting e.g. less plastic, energy efficiency, paper wastage, recycling          To know what will happen in the future if we continue to use energy resources as we are and pollute our planet. e.g. depletion of the ozone layer, climate change, loss of animals, plants – extinction, increase in greenhouse gases, less aesthetically pleasing</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I introduce precise geographical words when talking about sustainability e.g. greenhouse effect, climate, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</li> <li>- I use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</li> <li>- I can make geographical enquiries independently.</li> </ul> <p><b>Using Globes, Maps and Plans</b></p> <ul style="list-style-type: none"> <li>- I can show the position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day &amp; night) using a</li> </ul>		
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			<p>environments. To describe how we can help the environment on an individual scale and global scale.</p>	<p>globe.</p> <ul style="list-style-type: none"> <li>- I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate UK counties &amp; cities in Newlands.</li> <li>- I can use maps, atlases, globes and digital/computer mapping to locate countries&amp; describe features studied.</li> </ul> <p><b>Map Work Skills</b></p> <ul style="list-style-type: none"> <li>- I can use 8 points of a compass.</li> <li>- I can understand and use 6 figure grid references to interpret OS maps.</li> <li>- I can align a map with route.</li> <li>- I can use Ordnance Survey maps at different scales.</li> <li>- I know directions in my neighbourhood.</li> <li>- <b>Human and Physical Geography</b></li> <li>- I can describe the distribution of natural resources including energy in the continents &amp; countries I have studied.</li> <li>- I can give a few reasons for the</li> </ul>		
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				<p>impact of human and physical geographical influences effects on people and the world.</p> <ul style="list-style-type: none"><li>- To recognise and explain patterns made by individual physical and human features in environment.</li><li>- I can recognise how and why people may seek to manage environments sustainably and to identify opportunities for own involvement.</li></ul>		
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