

Geography Learning Challenges

Digi-map for schools link

<https://digimapforschools.edina.ac.uk/login>

Username: BL98AY

Password: spurfs9206



Implementation

We aim to provide a high quality geography education that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deeper understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and the formation of landscapes and environments, Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time,

Our school support the aims of the national curriculum and value and promote geography to all of our children from EYFS through to Key Stage 2. The teaching we deliver supports the aims of the national curriculum and values and promotes geography to all of our children. The principal way we deliver the key geographical skills and content the children are required to know is through the 'Learning Challenge' curriculum.

Intent

In EYFS, children focus on two different topics per half term. Focused sessions and learning opportunities enable children to develop key geographical skills such as beginning to use maps, recognising similarities and differences between places and locations. In addition, the children have access to carefully structured continuous provision that allows them to expand on their learning further and enhance the teaching/learning that takes places in focused teaching sessions.

At Hollins Grundy, we deliver Geography through the Learning Challenge curriculum. Each unit is based on a question that is explored as the unit progresses.

Topics for the year are outlined on a long term plan for each year group. The topics are based on a question which the children will find the answer to as they work on the topic.

Each topic is broken down further into individual lessons that enable children to explore the topic in- depth These questions aim to engage and interest the children in the topic. Each topic has clear objectives linked to the national curriculum.

We carefully consider each child's starting point and how they learn best to ensure that there are opportunities for children of all abilities, including those with SEND to make good progress from their starting point in Geography.

Long term overview (Years 1-6)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why can't a Meerkat live in the North Pole?	<i>*History</i>	Where do leaves go in Winter?	<i>*History</i>	Where do the wheels on the bus go?	<i>*History</i>
Year 2	What would the Minions find exciting about our town?	Where would you prefer to live – England or Kenya?	<i>*History</i>	<i>*History</i>	<i>*History</i>	Why do we love to be beside the Seaside?
Year 3	Why do so many people go to the Mediterranean for their holidays?	<i>*History</i>	<i>*History</i>	What makes the Earth angry?	What makes the Earth angry?	<i>*History</i>
Year 4	What makes Manchester such a cool place to live?	<i>*History</i>	<i>*History</i>	Why is the Mersey so important to Liverpool?	Why is the Mersey so important to Liverpool?	<i>*History</i>
Year 5	Why is Brazil in the News again?	<i>*History</i>	<i>*Science</i>	<i>*History</i>	Why should the rainforest be important to us all?	<i>*History</i>
Year 6	<i>*History</i>	<i>*History</i>	I'm a Year 6 pupil – Get me out of here!	<i>*History</i>	Will you ever see the water you drink again?	<i>*History</i>

EYFS

Children in EYFS

	Understanding the World – People, Culture and Communities	Understanding the World – The Natural World
3 and 4 year olds		
Reception		<ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change.
Early Learning Goals (ELG)	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Children in EYFS currently follow the **2021 EYFS framework**. Topics are decided in consultation with the children and the learning is structured around ‘Understanding the world’. The tasks and provision provided to children is intended to help them make sense of their physical world and the community they are part of. Children have access to continuous provision linked to different topics throughout the year that allow them to meet their Early Learning Goals in geography. Some of these include seasonal changes, Arctic settings and how it differs from our own. In addition, children look at people who help us within the community, for instance, doctors, nurses, police officers etc. Role play, stories, discussions and opportunities for learning within continuous provision help children to increase and develop their understanding throughout the year.

Year 1

Year 1: Why can't a Meerkat live in the North Pole?

KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

NC Links – **Physical and Human Geography**

LC1	Where is the Kalahari desert and why does it stay sunny here? <i>Can children explain the main geographical features of a hot and cold place?</i>
LC2	Which animals live in cold places like the North and South Pole? <i>Can children explain the main geographical features of a hot and cold place?</i>
LC3	Where are the equator, North Pole and South Pole on a globe or atlas? <i>Can children point out where the equator, North Pole and South Pole are on a globe or atlas?</i>
LC4	Where are hot and cold areas of the world? What geographical features are in hot and cold places? <i>Can children identify hot and cold areas of the world?</i> <i>Can children explain the main geographical features of a hot and cold place?</i>
LC5	What facts do you know about the people who live in hot and cold places? <i>Can children tell some facts about the people who live in hot and cold places?</i>
LC6	Reflection: Would you rather be a Meerkat or a Penguin?

Cross Curricular

PSHE	How cultures can be different in other areas of the world and how this could be linked to geographical factors.
Art	Design a habitat for a meerkat Fine motor – make an appropriate clothing for a member of Inuit tribe.
Science	Living things – animal diets, where animals live and how they have adapted to this.
English	Whole class read – Meerkat mail Information texts -

Year 1: Where do the leaves go to in winter?

KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**

LC1	Why are there so many leaves on the ground? Can children identify and explain seasonal and daily weather patterns in the UK? Can children use basic geographical vocabulary to refer to key physical features including: seasons?
LC2	What changes do we see in our country with each season? Can children identify and explain seasonal and daily weather patterns in the UK? Can children use basic geographical vocabulary to refer to key physical features including: weather and seasons?
LC3	Why do we need to wear different clothes at different times of year? Can children explain why they would wear different clothes at different times of the year?
LC4	Can you keep a weather chart? Can children answer questions about the weather? Can children keep a weather chart? Can children answer questions using a weather chart? Can the children make plausible predictions about what the weather may be like later in the day/tomorrow?
LC5	Reflection: In small groups create a typical weather forecast summary which will be filmed and predict the weather . Can the children make plausible predictions about what the weather may be like later in the day/tomorrow?

Cross Curricular

PSHE	Feelings at different times of the year.
Art	Landscape sketch
Science	Materials – what materials do we wear when it is colder and why.
English	Descriptive writing.

Year 1: Where do, and did, the wheels on the bus go?

KS1 Geography: use world maps, atlases and globes to identify the United Kingdom and its countries

KS1 History: Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**

LC1

Where do we live and what's so special about it?

Can children use basic geographical vocabulary? Human and physical features such as :town, village, factory, farm, house, office, shop, church, house, river, vegetation, valley, hill, city.

Can children tell someone their address?

LC2

What special features of our town can you find using aerial photographs?

Can children use maps, atlases and globes to identify the UK and its countries?

Can children use aerial photographs to recognise landmarks and basic human and physical features?

LC3

How far have you travelled around the United Kingdom? Can you name the countries, capitals, some towns cities and seas?

Can children use simple fieldwork skills to study the key and physical features of the surrounding area?

LC4

Work in groups to put together a presentation with simple map to demonstrate what they know about their country and town.

Can children think of a few relevant questions to ask about a locality?

Cross Curricular

Art	Landscape sketch
English	Non-fiction writing about the UK

Year 2

Year 2: What would the Minions find exciting about our town?

KS1 Geography: 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.

NC Links – Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1	Where could I take the minions on a special outing in our town? (features of our town) Can children explain what makes a locality special? (Bury) Can children find out about a locality by using different sources of evidence? Can children find out about a locality by asking some relevant questions?
LC2	Why would the minions need to know my postcode to find my house? (Why we have an individual postcode and why these are different) Can children find where they live on a map of the UK? Can children find the longest and shortest route using a map
LC3	How would Minions use a map to find their way to school from the BP Garage on Manchester Road? (features, distance) Can children describe the location of features and routes on a map? Can children use simple field work and observational skills to study their geography of the school and its grounds and surrounding areas (key human and physical features)? Can children use simple compass directions (NSEW) and locational directional language (near, far, left, right)?
LC4	What would appear on the Minions' map of our town? (physical and human features) Can children label an aerial photograph using some geographical features? Can children plan perspectives, devise a simple map and use and construct basic symbols in a key? Can children explain what makes a locality special?(Bury) Can children use basic geographical vocabulary to refer to key physical features: town, village, factory, farm, house, office?
LC5	Explore a UK destination I could take the minions to that is different from our local area. (e.g. Bowness-on-Windemere, London, Snowdonia) Can children describe some places which are not near the school? Can children find the longest and shortest route using a map
LC6	Reflection: Could the children create a presentation (to show the minions) with their maps, talking about their locality (Hollins Grundy, physical features, human features).

Year 2: Where would you prefer to live: England or Kenya?

KS1 Geography: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**, **Locational and place knowledge**

LC1

Where in the world are we?

Can children name and locate the world's 7 continents and 5 oceans and find them on an atlas?

Can children name the major cities of England, Wales, Scotland and Ireland?

LC2

What are the main differences between the climate of Kenya and the UK?

Can children understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting Non-European country?

LC3

What makes Kenya a great place to explore?

Can children locate some of the world's major rivers and mountain ranges? (Mount Kenya)

Can children use basic geographical vocabulary to refer to key human features in Kenya including: Mountain, ocean, forest, river, valley, soil vegetation?

Can children use a map, photographs, film or a plan to describe Africa?

LC4

Which animals would you find living in the wild in Kenya?

Can children answer some questions using different resources, such as books, the internet and atlases?

Can children understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and Kenya?

LC5

What weather would you predict in Kenya compared to the United Kingdom?

Can children make plausible predictions about what the weather may be like in different parts of the world? (climate zones of the world)

LC6

Compare two countries in Africa (Kenya and Morocco)

Can children use basic geographical vocabulary to refer to key human features in Kenya including: Mountain, ocean, forest, river, valley, soil vegetation?

Can children describe a place outside of Europe using geographical words? (African country)

Can children use a map, photographs, film or a plan to describe countries in Africa?

Cross Curricular

Year 2: Why do we love to be beside the seaside?

KS1 Geography: identify seasonal and daily weather patterns in the United Kingdom
– human and physical features of a small area of the United Kingdom

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**, **Locational and place knowledge**

LC1	Where is our nearest seaside resort and what makes people want to visit there? Can children use basic geographical vocabulary to refer to key physical features of the seaside, including: Beach, cliff, coast, sea?
LC2	What do we notice about the coast and how it is different from Bury? Can children compare their locality and a seaside locality? Can children use basic geographical vocabulary to refer to key human features of the seaside, including: port and harbour? Can children use basic geographical vocabulary to refer to key physical features of the seaside, including: Beach, cliff, coast, sea?
LC3	Can you create a map of your local area and a comparative map of a seaside area? Can children compare their locality and a seaside locality? Can children use simple compass directions (NSEW) and locational directional language (near, far, left, right)? Can children plan perspectives, devise a simple map and use and construct basic symbols in a key?
LC4	Can you create a leaflet or an explanation text explaining why people would enjoy visiting the seaside? Can children use basic geographical vocabulary to refer to key physical features of the seaside, including: Beach, cliff, coast, sea? Can children find out about a locality by using different sources of evidence? Can children find out about a locality by asking some relevant questions?
LC5	Reflection: Working in groups children will create a presentation on 'What makes a seaside special?'

Cross Curricular

Year 3

Year 3: Why do so many people go to the Mediterranean for their holidays?

KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**, **Locational and place knowledge**

LC1

What countries can we locate in the Mediterranean?

Can children name and locate countries in Europe including Russia.

Can children name and locate the capital cities of neighbouring European countries? (Mediterranean)

Can children name the two largest seas around Europe?

Can children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

LC2

What are the advantages/ disadvantages of living in a Mediterranean country?

Can children explain how the lives of people living in the Mediterranean would be different from their own?

LC3

Why do Mediterranean countries have a warmer climate than we do?

Can children describe key aspects of climate zones and biomes and environmental regions in the Mediterranean?

Can children identify key geographical features Europe by using a map?

LC4

Which fruits and vegetables are produced in the Mediterranean?

Can children describe and understand aspects of human geography such as food in the Mediterranean?

LC5

How can we organise a Mediterranean food festival?

Can children describe and understand aspects of human geography such as food in the Mediterranean?

LC6

How could you attract someone to visit a Mediterranean country?

Can children understand geographical similarities and differences between Mediterranean countries and the UK?

Can children explain how the lives of people living in the Mediterranean would be different from their own?

Reflection: Create a travel brochure/blog detailing a Mediterranean country (climate and its associated weather, food, way of life etc. Links to LC6)

Cross Curricular

D/T

Food festival

English

Persuasive texts
Non-fiction texts

Art

Artwork in the style of Mediterranean artists

Year 3: Has Greece always been in the news?

KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country;
KS2 History: A study of Greek life and achievements and their influence on the western world

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**, **Locational and place knowledge**

LC1	<p>Where is Greece and why do so many people enjoy going on holiday there? Do children use correct geographical words to describe a Greece and the things that happen there? Can children locate European countries using maps?</p>
LC2	<p>How do Greece's physical features, including its climate differ from ours? Can children confidently describe physical features in a locality? (Greece) Can children identify key physical and human features of a country?(Greece)</p>
LC3	<p>How does Greece's climate impact on its people? Can children confidently describe human features in a locality?(Greece) Can children explain why a place is like it is?(Greece)</p>
LC4	<p>Can you use a map to identify some key geographical features? Can children identify key geographical features of Greece by using a map? Can children confidently describe physical features in a locality? (Greece) Can children explain why a locality has certain physical features?(Greece)</p>
LC5	<p>How would a tourist to Greece today be reminded of the power of the Ancient Greeks? Can children identify key physical and human features of a country?(Greece)</p>
LC6	<p>What is democracy and what part did the Greeks have in creating it? Can children describe and understand key aspects of human geography including types of settlements and land use in Greece?</p>

Reflection: Children create a presentation covering human and physical features of Greece

Cross Curricular

English	Debates Collect information Research and present info about main tourist attractions in Greece.
Maths	Collect and present data (timings of races)

Year 3: What makes the Earth angry?

KS2 Geography: pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

NC Links – **Physical and Human Geography**, **Geographical skills and fieldwork**, **Locational and place knowledge**

LC1	Where are the famous volcanoes in the world located? Can children name a number of countries in the Northern Hemisphere and Southern Hemisphere? Can children locate and name some of the world's most famous volcanoes and mountains? Can children recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?
LC2	How do volcanoes impact on the lives of people and why do people choose to live near them? Can children describe how volcanoes have an impact on people's lives? Can children explain how people's lives vary due to weather?
LC3	What causes a volcano to erupt and how can we recreate an erupting volcano? Can children describe how volcanoes are created?
LC4	What causes an earthquake (and a tsunami) and how are they measured? Can children describe how earthquakes are created?
LC5	Who experiences extreme weather in our country? Are children aware of different weather in different parts of the world, especially Europe?
LC6	Which countries have experienced earthquakes and tsunamis in the past decade? Can children use correct geographical words to describe a place and the events that happen there? (case study volcanoes, tsunamis and earthquakes)
LC7	Reflection: Children (in groups) to research a specific volcano in the world and create a presentation

Cross Curricular

English	Research volcanoes Non-fiction writing
Instructional writing	Making volcanoes

Year 4

Year 4: Why is Manchester such a cool place to live?

KS2 Geography: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

NC Links – Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1 Can you name 6 cities in the UK?

Can children name up to six cities in the UK and locate them on a map?

LC2 Can you name some of the main towns and cities in Lancashire and Yorkshire?

Can children name some of the main towns and cities in Yorkshire (York, Leeds, Bradford, Sheffield) and Lancashire (Bury, Rochdale, Stockport, Manchester, Blackpool, Southport)?

LC3 Can you trace the growth in Manchester's population over the past 100 years?

Can children describe the main human features of Manchester?

Can children describe the main physical features of Manchester?

Can children identify human and physical features/ land use patterns in Manchester and how this has changed over time?

LC5 Can you name five human features in Manchester and explain how the city of Manchester has changed over time?

Can children label the physical and human features of Manchester on an aerial photograph?

Can children describe the main human features of Manchester?

LC6 Can you describe the physical features of Manchester.

Can children describe the main physical features of Manchester?

Can children use appropriate symbols to represent different physical features on a map?

Can children present, describe and locate human and physical features of Manchester using maps and other sources?

LC7 Reflection: Using a variety of materials, can they put together a documentary about the city?

Can children describe the main human features of Manchester?

Can children describe the main physical features of Manchester?

Can children present, describe and locate human and physical features of Manchester using maps and other sources?

Cross Curricular

Year 4: Why is the Mersey so important to Liverpool?

KS2 Geography: Settlements, land use, economic activity, including natural resources, especially energy and water supplies

NC Links – Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1	Why is Liverpool situated where it is? Can children explain why Liverpool is situated where it is? Can children describe and understand key aspects of human geography in Liverpool including economic activity and trade links and distribution of natural resources such as energy, food, minerals and water?
LC2	Which other famous European cities are situated on a river? Can children locate major rivers in Europe and their neighbouring cities using maps? Can children name and locate some cities in the UK? Can children name and locate physical features in the UK-rivers and coasts?
LC3	Why are rivers important for the lives of the people who live there now and lived there some time ago? Can children explain why the Mersey is important for the lives of the people who live there now and lived there some time ago?
LC4	How have people adapted rivers and water for their own use? Can children describe and understand key aspects of physical geography in Liverpool including rivers? Can children identify how physical and human features and use of land in Liverpool has changed over time?
LC5	How has the Mersey created jobs for many people who live in Liverpool? Can children identify how physical and human features and use of land in Liverpool has changed over time? Can children explain why the Mersey is important for the lives of the people who live there now and lived there some time ago?
LC6	What human and physical features can you identify on a trip to Liverpool? Can children use field work to observe, measure and record and present the human and physical features of Liverpool using range of methods such as: sketch maps, plans, digital technologies?

Cross Curricular

Year 5

Year 5: Why is Brazil in the news again?

KS2 Geography: locate the world's countries, using maps, to focus on South America and concentrating on their key physical and human characteristics, countries, and major cities.

NC Links – Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1	What do you already know about Brazil? Can children find possible answers to their own geographical questions?
LC2	What fruits and other natural resources is Brazil famous for? Can children describe and understand key aspects of human geography in Brazil such as food and minerals? Can children map land use in Brazil?
LC3	Which famous cities in Brazil attract tourists and why? Can children map land use in Brazil? Can children explain how Brazil fits into its wider geographical location; with reference to human and economical features?
LC4	What can you find out about one of Brazil's neighbouring countries? Can children locate using maps North and South America in maps and countries including Canada, USA, Brazil and major South American countries?
LC5	What can you find out about the street children of Brazil? Can children map land use in Brazil? Can children find possible answers to their own geographical questions? Can children explain how a Brazil fits into its wider geographical location; with reference to human and economical features?
LC6	Can you compare the climate and physical features of Brazil and the UK? Can children recognise the climate of Brazil according to its location on a map? Can children understand geographical similarities and differences between Brazil and the UK?
LC7	Reflection: Present information about Brazil in an informative poster format.

Cross Curricular

Music/PE Cultural Capital	Why is Brazil famous for its dancing
Art	Can you design and create a collage of Brazilian symbols?

Year 5: Why should the rainforest be important to us all?

KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.

NC Links – Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1 Where are rainforests located and what are their main features?

Identify human and physical features of South America including mountains?
Can children locate North and South America on atlases and maps and their environmental regions?
Can children use atlases, globes and digital/computer mapping to locate countries and describe features studied.

LC2 Why are rainforests often in the news and what can we do to help?

Can children explain how a Brazil fits into its wider geographical location; with reference to human and economical features?
Can children explain what a rainforest might be like in the future, taking account of issues impacting on human and physical features?

LC3 How do the forests of Brazil compare to the forests we see in the UK?

Can children understand geographical similarities and difference between South America and the UK concentrating on environmental regions?
Can children use atlases, globes and digital/computer mapping to locate countries and describe features studied.

LC4 What can you find out about an endangered animal that lives in the rainforest?

Can children explain what a rainforest might be like in the future, taking account of issues impacting on human and physical features?
Can children describe and understand key aspects of vegetation belts (rainforest)?

LC5 How important is the Amazon to the South American rainforests?

Identify human and physical features of South America including mountains?
Can children explain how a rainforest fits into its wider geographical location; with reference to human and economical features?

LC6 How would you survive in the rainforest?

Can children use atlases, globes and digital/computer mapping to locate countries and describe features studied.
Can children find possible answers to their own geographical questions?

LC7 Reflection: Present a documentary on a day in the rainforest

Cross Curricular

Art*

Can you create a print using the large leaves of rainforest plants as your inspiration?

Year 6

Year 6 : I'm a Year 6 pupil, can you get me out of here?

KS2 Geography:

- use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Identify the main lines of latitude and meridian of longitude, the equator, northern and southern hemisphere and the Tropics of Cancer and Capricorn.
- Can they describe and understand climate zones, biomes, =

Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1	<p>What would a bird's eye view of your school look like? Can children make a sketch map of the local area including land use, human and physical features? Can children locate some counties and cities of the UK?</p>
LC2	<p>Can you put together a map of the immediate area around your school? Can children identify human and physical features such as hills, and mountains the UK? To use field work to observe , measure, record and present the human and physical features of the local area using a range of methods including sketch maps, graphs and other digital technology? Can children use maps, aerial photos, plans and web resources to describe what a locality might be like? Can children make a sketch map of the local area including land use, human and physical features</p>
LC3	<p>Can you use an OS map, including compass point directions, to help someone plan a route between two local points? Can children recognise key symbols used on ordnance survey maps? Can children use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of ordinance survey maps) to build knowledge of the UK and wider world?</p>
LC4	<p>Can you identify geographical features which are important to the UK? (mountains, cities, counties, hills, famous man made features) Can children locate some counties and cities of the UK? Can children identify human and physical features such as hills, and mountains the UK?</p>
LC5	<p>How is a globe organised and why? Can children describe how some places in the world are similar and others are different in relation to their physical features? Can children identify the continents and some countries in each continent ? Can children describe how some places in the world are similar and others are different in relation to their physical features? Can children name the main lines of latitude and meridian of longitude?</p>
LC6	<p>What are climate zones and biomes what natural features do we have in different climate zones? Can children identify the Arctic and Antarctic circle and know some facts about the climate and land use? Can children explain how the time zones work? Can children identify the Equator, Northern hemisphere, the tropics of Cancer and Capricorn? Can children name the main lines of latitude and meridian of longitude?</p>
Ref	<p>Can you make a presentation about a continent with reference to countries, climate, position on a globe, famous natural and man made features,</p>

Cross Curricular

Maths	Time zones
English	Speaking and Listening – Continent presentation
Art	Local Landscapes

Year 6: Will you ever see the water you drink again?

KS2 Geography: Understand the water cycle

Physical and Human Geography, Geographical skills and fieldwork, Locational and place knowledge

LC1	Why is water a major necessity in any village, town or city? Can children describe and understand key aspects of human geography including water? Can children name and locate the main canals and rivers in the world?
LC2	How does rainwater form in the first place? Can children describe and understand key aspects of the water cycle?
LC3	Why do some places go for a long time without rain and others have too much rain? Can children describe and understand key aspects of human geography including water? Can children explain why some places in the world have a lot of rainfall and others have too little?
LC4	How is water used to help provide energy to many places? Can children describe and understand key aspects of human geography including water? Can children name and locate the main canals and rivers in the world?
LC5	What happens to the water in our home once it disappears down the sink? Can children describe and understand key aspects of the water cycle?
LC6	Can you identify the coasts and main rivers in the UK? Can children identify coasts and main rivers in the UK?
LC7	Can you identify the main seas ,oceans, canals an rivers in the world? Can children identify the main seas and oceans of the world?
Ref	Can you put together a presentation that outlines the water cycle?

Cross Curricular

Dance	Rain Dance
English	Recount of Water Walk Trip
PSHCE	Water Safety