



Moss Valley's Geography Curriculum









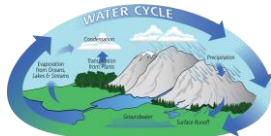


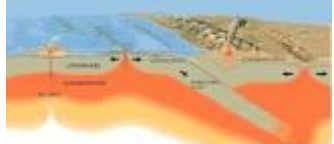





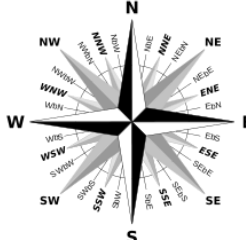


EYFS Curriculum





What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
That positional language and directions can tell us where to go.	<ul style="list-style-type: none"> • That directions can be followed and lead to different places. • That directions can be verbal, pictorial or written. 	<ul style="list-style-type: none"> • Follow simple directions (Up, down, left/right, forwards/backwards). • Follow directions with a small toy. • Direct a friend from point A to B using positional language.
That where they live is unique to them (and their family).	<ul style="list-style-type: none"> • That every house has its own address. • Know that more than one house is in a village or town. 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world. • Talk about where they live.
That there are key words/vocabulary associated with human and physical geography.	<ul style="list-style-type: none"> • Know simple vocabulary to label visible features of the area around them. • Explore the local area for both the built and the natural environment. 	<ul style="list-style-type: none"> • Talk about the area they are in, describing what they can see. • Express their opinions on natural and built environments.
That the world is made up of different countries.	<ul style="list-style-type: none"> • The four countries of the United Kingdom. • The country that they live in. • That not all countries in the world are the same. 	<ul style="list-style-type: none"> • Talk about the different countries of the UK. • Be able to comment on the country they live in. • Able to compare and say what is the same/different about a countries physical or human geography.
We need to change what we do/wear in response to the climate.	<ul style="list-style-type: none"> • That weather changes according to the seasons and where we are in the world. • That we need to dress accordingly to keep ourselves safe. 	<ul style="list-style-type: none"> • Comment on how what we wear changes with where we are. • Choose the correct clothes for certain activities such as play in the woods.

Vocabulary							
street	left	town	world	weather	seasons	tunnel	teacher
house	right	village	globe	manmade	cold	traffic lights	caretaker
bungalow	forwards	road	earth	natural	hot	roundabout	Police Officer
school	backwards	farm	map		snow	zebra crossing	doctor
church	above	under			sunny	bridge	dentist

Curriculum Overview




		Autumn	Spring	Summer
KS1	Year 1	Our local area: <i>Geographical skills and fieldwork</i> 	Great Britain <i>Locational Knowledge</i> 	Beside the seaside: <i>Human/Physical geography</i> 
	Year 2	Out and about: <i>Fieldwork</i> 	My World: Continents and oceans <i>Locational Knowledge</i> 	Irlam and Dhaka: <i>Place knowledge</i> 
Lower KS2	Year 3	The UK in detail: <i>Location knowledge/geographical skills and fieldwork</i> 	Manchester to Barcelona: <i>Place knowledge and geographical skills</i> 	The water cycle: <i>Human/physical geography</i> 
	Year 4	All around the world: <i>Location knowledge/geographical skills and fieldwork</i> 	Settlements: <i>Human/physical geography. Geography skills and fieldwork</i> 	Volcanoes, Earthquakes and Tectonic Plates: <i>Human/physical geography</i> 
Upper KS2	Year 5	The Americas: <i>Place knowledge/ Geographical skills and fieldwork</i> 	Trade and economics: <i>Human/Physical Geography fieldwork</i> 	Rivers: <i>Human/physical geography. Locational knowledge</i> 
	Year 6	The Rainforest <i>Human/physical geography fieldwork</i> 	Irlam to Warsaw: <i>Place knowledge and geographical skills</i> 	Marvellous Maps: <i>Geographical skills and fieldwork</i> 

Key Concepts

Concept			
Location	Human Geography	Physical Geography	Geographical Enquiry, Skills and Fieldwork
Locational Knowledge Place Knowledge	Human Geographical features	Physical Geographical	Geography Enquiry Skills Fieldwork Map Work
			




Progression of Content						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography Enquiry Skills	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Our Local Area Use simple compass directions (North, South, East, West) and locational and directional language (for example near and far, left and right) to describe the locations of features and roots on a map. Our Local Area	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Our Local Area Use simple compass directions (North, South, East, West) and locational and directional language (for example near and far, left and right) to describe the locations of features and roots on a map. Our Local Area	Use more complex compass and four figure grid references. 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. The UK in detail	Use more complex compass and four figure grid references. 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. - Settlements	<i>Map use, regions of the UK, compass points - Learning without lessons</i>	Use four figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world. Marvellous Maps
Fieldwork	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. Our Local Area	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. Our Local Area	Use fieldwork to observe, measure, record and present the human/physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. The UK in detail	Use fieldwork to observe, measure, record and present the human/physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Settlements	Use fieldwork to observe, measure, record and present the human/physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Trade and Economics	Use fieldwork to observe, measure, record and present the human/physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Rivers
Map Work	Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features. Devise a simple map and construct basic symbols in a key. Our Local Area	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this Key Stage. My World: Continents and Oceans	Use maps, atlases and globes to locate countries and describe features studied. The UK in detail & Manchester to Catalonia	Use maps, atlases and globes to locate countries and describe features studied. Settlements	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. All three units of study	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. All three units of study
Locational Knowledge	<i>Knowledge of own country and place in the world - Learning without lessons</i>	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries. My World: Continents and Oceans	Name and locate counties and cities of the UK, geographical regions and their identifying human/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. The UK in detail	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Around the world	Identify the position and significance of latitude, longitude, equator, northern/southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones including day and night. The Rainforest	<i>Locating countries of the world - Learning without lessons</i>
Place Knowledge	Understand geographical similarities and differences through studying the human/physical geography of a small area of the UK and of the small area of a contrasting Non-European country Irlam to Dhaka	<i>The UK and how we compare to other areas of the world - Learning without lessons</i>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Manchester to Catalonia	<i>Regions of the UK - Learning without lessons</i>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America The Americas	Understand geographical similarities and differences through the study of human/physical geography or a region of the UK and a European country. Irlam to Warsaw
Physical Geography	Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Beside the Seaside	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 My World: Continents and Oceans	<i>Climate zones and weather - Learning without lessons</i>	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Volcanoes, Earthquakes & Tectonics	Understand geographical similarities and differences through the study of human/physical geography or a region of the UK and a region in South America. The Americas	Understand geographical similarities and differences through the study of human/physical geography or a region of the UK and a European country. Irlam to Warsaw
Human Geography	Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. Features in all three units	<i>Economics and trade - Learning without lessons</i>	<i>Economics and trade - Learning without lessons</i>	Settlements, land use Settlements	Settlements, trade links Trade and Economics	Economic activity Irlam to Warsaw

Year 1 – What do we want the children to know?




	Autumn	Spring	Summer
Overview	<p>Our local area: <i>Geographical skills and fieldwork</i></p> 	<p>Great Britain <i>Locational Knowledge</i></p> 	<p>Beside the seaside: <i>Human/Physical geography</i></p> 
Content coverage	<p><i>What makes Irlam a great place to live?</i></p> <ul style="list-style-type: none"> • What country do we live in? • What human features do we see if we look outside our windows? • Fieldwork - Identify the different types of homes people live in (house, flat, bungalow, caravan...) • Fieldwork - What physical features do we see when we walk around Irlam? • Fieldwork - What jobs do people have in Irlam? • What makes Irlam a good place to live? (Near the countryside and near large retail facilities like the Trafford Centre and Chill Factore etc) • How has our local area changed over the last 25 years? • Map work – read a simple local map using directional language [for example near and far; left and right] • Introduce a compass during fieldwork activities – what direction are we travelling in? Introduce NSEW 	<p><i>Where in the UK would you most like to live? Why?</i></p> <ul style="list-style-type: none"> • Understand the differences between a 'town' and the 'countryside'. • Look at different types of countryside such as forests and fields, cliffs, mountains and valleys. • What British wildlife can we find across different areas of Britain? • How can we protect our rural areas? • Compare maps and simple keys, including aerial view maps with photos. • Name the countries of the UK, and their capital cities, locating them on a map. • Know that each of the countries within the UK has their own flag and be able to identify them. • Locate Manchester on a map of the UK. 	<p><i>Why do we love to be by the seaside?</i></p> <ul style="list-style-type: none"> • Where is the seaside? Understand that Great Britain and Ireland are islands. This means they have coasts all around them. • Look on a map of Europe? Do all countries have a coast (a sea side)? • Name and locate holiday beaches we might visit in the UK. • What is it like/Why do we go there? (man-made and physical) • Why is the sea side special to people and wildlife? (man-made and physical) • How is the seaside different to where we live? • Where else in the world can we have a seaside holiday? • How are they similar and different? • What is the seaside like in different types of weather and what would we need to wear? What are the weather patterns in the UK? • How can we protect the seaside so that other people can enjoy them in the future?
Vocabulary	Locality Job Work Businesses Route House Building	Country United Kingdom Rural Urban Nature Wildlife	Seaside Past/present Man-made Holiday Weather Sand Shore

	School Church Cottage Terraced Semi-detached Detached Road Motorway Village Town City	Forest Field Cliff Mountain Valley	Coast Ocean Harbour Island Ocean Resort Tourist Shop Port
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Year 2 – What do we want the children to know?



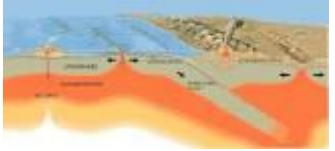
	Autumn	Spring	Summer
Overview	<p>Out and about: <i>Fieldwork</i></p> 	<p>My World: Continents and oceans <i>Locational Knowledge</i></p> 	<p>Irlam and Dhaka: <i>Place knowledge</i></p> 
Content coverage	<p><i>Where does our rubbish go?</i></p> <ul style="list-style-type: none"> • What is litter? • How do we dispose of rubbish? What happens to the rubbish once it leaves our house? • How much litter can we find in our school grounds? On our street? On our block? How much of this can be recycled? • Why is litter bad for our local environment? • Why is litter bad for the world environment? • What can we do to keep our local area, and the world, and cleaner place? • Create use and recognise symbols on a map. (Study maps) • Recognise locations using aerial images. • Plan fieldwork to observe the wider school community. • Read and create maps of the school/street/block and label where the most litter was found as well as key places like shop, pub, takeaway, bus stop etc. 	<p><i>Why can't a kangaroo live in the Arctic?</i></p> <ul style="list-style-type: none"> • Learn and locate the 7 continents of the World. • Name and locate the 5 oceans of the world. • Identify the equator. Identify and locate hot and cold areas in the world in comparison to the equator. • To identify the seasons in the UK. • Locate Australia on a world map and globe. • To discuss human and physical features of Australia. • Compare the climate and seasons of Sydney and Manchester. • Locate Finland on a map. • Describe the physical features of Finland • How do people live in Arctic countries? • Compare the climate and seasons of Finland and the UK. • Why do some countries stay hot and some countries stay cold? 	<p><i>How are capital cities the same but different?</i></p> <ul style="list-style-type: none"> • To know there are 4 countries in the UK, that each of them have a capital city. • To know there is a northern and southern hemisphere and that Dhaka is in the southern and we are in the northern. • To know where London and Dhaka is in relation to the equator. • To know Dhaka is a capital city and that our capital city is London. • What do homes in London look like? Are the different to homes in Irlam? • What are homes in Dhaka like compared to London? • What are buildings like in London and Dhaka? • What is the climate and weather like in London and Dhaka? • What is public transport like in London and Dhaka? How does this impact on people who live there? • Examine the location and physical features of Dhaka (and London)
Vocabulary	Plan Location Compass Symbol Key Aerial Litter Environment Recycle	Continent (plus names of Continents) Oceans Human Physical Climate Season Equator Arctic Frozen Lapland/Finland/Australia	Irlam Manchester Salford London Dhaka Bangladesh Capital city Poor Pollution Climate Population Education

Year 3 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>The UK in detail: <i>Location knowledge/geographical skills and fieldwork</i></p> 	<p>Manchester to Barcelona: <i>Place knowledge and geographical skills</i></p> 	<p>The water cycle: Human/physical geography</p> 
Content coverage	<p><i>X marks the spot!</i></p> <ul style="list-style-type: none"> Recap countries and capital cities of the UK. Recap, what other types of areas does the UK offer (e.g village, town, forest, rural etc.) Distinguish and recognise the features of an urban, suburban, rural and coastal area. Where do we live? What “treasures” can be found in our area? What are the four and eight compass points? Can you use them to locate something or direct a person to a place/object? <p>Fieldwork- Create maps and written instructions to locate hidden treasures around the school.</p> <ul style="list-style-type: none"> Can you make a “senses map” around different areas of the school grounds? Which part of the school grounds do you prefer and why? What part of our school grounds is a “treasure” in your eyes and why? Can you make or do something which you think would improve the school grounds and then create a map and instructions for other children in your class. Can they find what you have done/created/fixed etc. All pupils create a map and all read a map. 	<p><i>Why is Barcelona a holiday hotspot?</i></p> <ul style="list-style-type: none"> Where is Spain on a map and what is it like? Why is Barcelona a special city? (physical and human features) e.g Location/art/culture/building design Recognise and describe cultural attractions in Barcelona. Know the climate and its effect of tourism. What a typical school day/week in Barcelona entails. How is this different to a school day in the UK? What do people in Barcelona eat? How is it different to what we eat in the UK? What do people in Barcelona do with their free time? How is that different to what we do in Salford? How does living in Barcelona as a child differ to living in Salford? Where would you rather live and why? 	<p><i>Does water last forever?</i></p> <ul style="list-style-type: none"> When can we see water as a solid, a liquid and a gas around us in everyday life? Identify where we can find water around the earth. What makes these water sources so special? What is a river/mangrove/ocean why are they so important to our planet? What is water pollution, what are the effects, and how is it caused? What is the water cycle? Why does it rain more or less in certain parts of the world? Use maps and aerial imagery. Why is not all water drinking water? How does water become clean enough for us to drink it? If there is a water cycle why is it important not to waste water? Are water bottle companies such as Volvic bad? Compare Paris to Manchester for drinking water availability.
Vocabulary	Urban Suburban Rural	Catalonia Similar Different	Water Solid Liquid




	Coastal Village Town Compass Positional language (including 4 and 8 point compass)	Language Population Climate Education Tourism Cuisine Human/Physical	Vapour Melt Boiling Freezing Condensation Evaporation Precipitation Groundwater Runoff Closed cycle Pollution
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Year 4 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>All around the world: <i>Location</i> <i>knowledge/geographical skills</i> <i>and fieldwork</i></p> 	<p>Settlements: <i>Human/physical geography.</i> <i>Geography skills and fieldwork</i></p> 	<p>Volcanoes, Earthquakes and Tectonic Plates: <i>Human/physical geography</i></p> 
Content coverage	<p><i>What makes Europe so spectacular?</i></p> <ul style="list-style-type: none"> To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere (including climate and weather) To identify the Arctic Circle. To identify the position and significance of the Tropics of Cancer and Capricorn. To identify the position and significance of lines of longitude including Prime Meridian To know that Europe is a continent and describe the location of its countries using knowledge of the Equator and Tropics of Cancer/Capricorn and Prime Meridian To locate the world's countries, using maps to focus on Europe (including the location of Russia) To know key physical and human characteristics, countries, and major cities of countries (including Russia) across Europe. 	<p><i>Why do people settle?</i></p> <ul style="list-style-type: none"> What did early settlers need? Describe what a settlement is and explain why they develop in certain locations. Describe the physical differences between a city and a village Explain the advantages and disadvantages for living in cities and why they have changed over time Explain why people choose to live in a village rather than a city Using maps and atlases to identify the origins of settlements. Using four figure grid references to locate settlements. Use maps to identify links between settlements. Recognising symbols on maps and creating our own designs for settlements. Out and about : Map Irlam (immediate locality of school) how is it suited for people living here and how has it changed over time (last 100 years). 	<p><i>What makes the Earth angry?</i></p> <ul style="list-style-type: none"> Know what is underground? (using key vocabulary such as core and magma) Know that the earth is made up of moving tectonic plates. Know that tectonic plates play a part in the world's landscape. Locate the "Ring of Fire" Describe how volcanoes are formed. Identify the physical features of a volcano/earthquake Name and locate some famous volcanos Investigate case studies: Eyjafjallajokull, Mount Etna, Montserrat how do people live alongside volcanos successfully? Explain how volcanoes affect people's lives (both positive and negative). Explain what causes earthquakes and how they are measured. Compare Haiti earthquake (2010) and Central Italy earthquake (2016) Explain what causes tsunamis and describe how people can stay safe. Know what the Boxing Day Tsunami was and why it was so devastating.



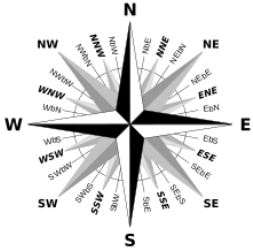
Vocabulary	Northern Hemisphere Southern Hemisphere Longitude Latitude Arctic circle Antarctic circle Tropic of Cancer Tropic of Capricorn Prime Meridian Time zones City Capital cities River Mountain Mountain range Peak Population		Volcano Earthquake Tectonic plates Tsunami Magma Active Dormant Eruption Richter Scale Epicentre Primary and Secondary effects Aftershock Crust Mantle Inner core Outer core
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Year 5 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p style="text-align: center;">The Americas: Place knowledge/ Geographical skills and fieldwork</p> 	<p style="text-align: center;">Trade and economics: Human/Physical Geography fieldwork</p> 	<p style="text-align: center;">Rivers: <i>Human/physical geography fieldwork</i></p> 
Content coverage	<p><i>Why is the USA so special?</i></p> <ul style="list-style-type: none"> To identify the position and significance of the Prime/Greenwich Meridian To identify the position and significance of time zones (including day and night) Look at the Americas. Focus on North America first. Why are there different time zones, climates and biomes across different regions of the USA? Identify countries of North America and their capital cities. Why are some of these places important for people around the world? E.g NYC and Washington Who were the original Americans? When and why did (and do) people emigrate to America? Why are some areas of America so diverse and others seem to lack diversity? Settlements focus. Use geographical terminology to describe the location and characteristics of a range of places across the USA. Look at USA national parks and identify wildlife, climate and tourism use of a range of places such as Utah, Yosemite National Park, Grand Canyon etc. 	<p><i>Are we living in a global community? Is it fair?</i></p> <ul style="list-style-type: none"> To know what trade is and how trade has developed over time, from local trade to global. Why do we need trade? What would Britain look like without trading of food and other goods? To explain how the UK's trade links with other countries began (British Empire). Use maps to show UK's trade links with other countries What is fair trade? Why is it important? To explain the global supply chain. What are air miles? What is a carbon footprint and how can we reduce our carbon footprint by what we eat? <p>Fieldwork – How much of our food in the supermarket is British grown or from abroad? What countries do we use the most for food?</p>	<p><i>Are rivers different to they were in the past?</i></p> <ul style="list-style-type: none"> To locate key rivers in the UK and around the World. To explain the water cycle (Recap from LKS2) To describe the key features of a river system Examine a river from Source to Mouth – The River Mersey How have rivers been used through time? – The River Nile to The River Mersey. What European cities have been built on or surrounding rivers? Why? What are the positives and negatives of living near a river? (agriculture, homes, flooding etc) <p>Fieldwork – Lymm Dam walk</p> <ul style="list-style-type: none"> field visit and field sketches, identifying the geographical features of your river and surrounding area.

Vocabulary	Continent Climate North America South America Vaccination Visa Land-use Residential Industrial	River Main channel River catchment Source River mouth Downstream Upstream (Upper, middle and lower) courses Tributary Confluence Meander Flood Plain Erosion Transportation Deposition Estuary	Globalisation Tudor Victorian British empire Trade Import Key Fairtrade Trading Global supply chain Export Carbon and carbon footprint Air miles
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Year 6 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>The Rainforest: <i>Human/physical geography. Locational knowledge</i></p> 	<p>Manchester to Warsaw: <i>Place knowledge and geographical skills</i></p> 	<p>Marvellous Maps: <i>Geographical skills and fieldwork</i></p> 
Content coverage	<p><i>What makes a rainforest a unique ecosystem?</i></p> <ul style="list-style-type: none"> • What is a rainforest? Where are they located on a world map? • Identify the Tropics of Cancer and Capricorn. • Why does it rain so much in the rainforest? • How is a rainforest so different to other types of environments? • Who and what lives in the rainforest? • Key aspects of a tropical climate Layers of a rainforest • How does the rainforest help people in the West, and those located near to or within the rainforest? • Why is the Amazon river so important and why is it changing? • What is deforestation? Why does it happen? • How has deforestation impacted on the river, river life, mangroves, global warming, tribal people, etc. 	<p><i>How is Warsaw the same but different to Manchester?</i></p> <ul style="list-style-type: none"> • To be able to identify and locate countries within the whole of Europe and key capital cities. • Focus on environmental regions, key physical and human characteristics. • To compare features of eastern European landscapes with my own area. • To compare the climate of eastern European regions with that of my own area. • To know what adjustments people make to live in Warsaw's climate. • To compare the infrastructure of Warsaw to Manchester. • To compare other human geography features of eastern European regions with that of my own area • To present information about one area of Eastern Europe (Warsaw). 	<p>Marvellous Maps</p> <ul style="list-style-type: none"> • Name and locate counties and cities in UK using atlases and eight compass points. • Naming and locating the main rivers and seas of the UK. • To name and locate some counties in England in UK using atlases and eight compass points. • To use a key to describe features on an Ordnance Survey map. • To use the eight compass points to describe routes on a map. • To use four or six-figure grid references to locate places on a map. • Name and locate cities in UK using atlases and eight compass points. • Naming and locating the main rivers and seas of the UK. • Locating areas of high ground in the UK and discuss key topographical features (hills, mountains, rivers, coasts) • To plan a journey which combines all the skills I have learnt in the topic.
Vocabulary	Climate Deforestation Tribal Native Species Tropical Dense Medicinal Nomadic	Similar Different Language Population Climate Education Tourism Cuisine Human Physical	Atlas Index Compass Compass Points Key Symbol Ordnance survey Grid reference Co-ordinates

