Geography at Cardinham School

Long Term Plan

	Autumn	Spring	Summer
Year 1/2 (A)	Weather and Seasons	Local Area – School and Village	Mugurameno Village, Zamibia
Year 1/2 (B)	The United Kingdom *	Continents and Oceans	Hot and Cold Places
Year 3/4 (A)	European Region – Hungary & Boarding Countries	North America	The United Kingdom
Year 3/4 (B)	Local Study - Changes to Cardinham Overtime	Volcanoes	Rainforests
Year 5/6 (A)	Amazon Basin	Rivers	Mountains
Year 5/6 (B)	Climate Zones	Volcanoes and Earthquakes	Local Study - Farming Industry

Place-based Study

Locational Knowledge

Geographical Processes

Year 1/2 – Year A			
	Autumn	**Spring**	**Summer**
Geography Unit	Weather and Seasons	Local Area (School & Surroundings)	Mugurameno Village, Zamibia
Builds On	EYFS Laying the Foundations	EYFS Laying the Foundations	Year 1/2 – Local Area (Year A - Spring)
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	Winter, month, spring, season, summer, order, autumn, weather, snow, clothing, rain, suitable, sun, unsuitable, wind, lightening, fog, temperature, sunshine, positive, negative, job, affect	Cornwall, Bodmin, Cardinham building, bungalow, caravan, city, feature, flats, home, human, key, map, office, ordnance survey, physical, route, rural, scale, symbol, semi-detached, settlement, , street, symbol, terraced, town, urban, village local	Africa, continent, farm, features, habitat, human, Hyanja, physical, population, rural, savannah, Victoria Falls, waterfall, Zambezi River, Zambia
National Curriculum Links	• Identify seasonal and daily weather patterns in the United Kingdom.	• 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 • 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.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Map Work	• Using online aerial views and map views of the local area, discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'.	• Explore an aerial view of school and village. • Using online aerial views and map views of the local area, discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'.	• Children locate Zambia and Africa on a map. Children use a map to locate Mugurameno within Zambia. They use maps and aerial views to compare its location with their local area. Children make a model of Mugurameno Village, showing how

		• Make a class simple model map of the village. • Consider the use of ordnance Survey symbols in mapping the local area	people protect themselves from natural hazards. They add scale models of homes to the village model and compare it with their area in the UK.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Know and understand the terms rural, urban, and settlement	**Locational Knowledge and Place Knowledge** • Know and understand the terms rural, urban, and settlement	**Locational Knowledge and Place Knowledge** • Answer geographical questions about Mugumareno and compare to Cardinham. (What is this place like? Who lives here? What do people do here?) Describe Mugumareno using geographical vocabulary (see list).
	Human and Physical Geography • Know and understand the terms rural, urban, and settlement	**Human and Physical Geography** Know and understand the terms rural, urban, and settlement	**Human and Physical Geography** Explain what is similar and different about Cardinham and Mugumareno - specifically climate, village size, geographical features, buildings.
	Geographical Skills and Fieldwork • Use terms and human features • Understand symbols and name some Ordnance Survey Map symbols	**Geographical Skills and Fieldwork** • Use terms and human features • Use aerial view map of school and village • Understand symbols and name some Ordnance Survey Map symbols • Create a 3D map	**Geographical Skills and Fieldwork** Use basic geographical vocabulary to refer to: key physical features including river, soil, valley, vegetation and weather and key human features, including town, village, farm, house, office and shop

Year 1/2 – Year B			
	Autumn	**Spring**	**Summer**
Geography Unit	United Kingdom	Continents and Oceans	Hot and Cold Places
Builds On	EYFS	Year 1/2 – Year A – United Kingdom	Year 1/2 – Continents and Oceans
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	across, Ben Nevis, capital, Belfast, Cardiff, city, Cornwall, country, east, Edinburgh, England, English Channel, Europe, features, human, Ireland, Irish Sea, London, map, nature, north, northern, North Sea, Northern Ireland, physical, river, Scotland, sea, south, Cardinham, town, Union Jack, village, Wales, west, world	city, continent, country, county, east, Equator, Europe, features, human, land, map, nature, north, ocean, physical, south, town, Union Jack, village, west, The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America. The oceans: Arctic, Atlantic, Indian, Pacific and Southern	Adapt, adaptation, Amazon Rainforest, Antarctic Circle, Arctic Circle, Atacama Desert, Canada, desert, environment, The Equator, habitat, hibernate, iceberg, North Pole, nomad, Norway, rain, rainforest, river, Russia, Sahara Desert, sand dunes, savanna, South Pole, temperature, weather, world
National Curriculum Links	• 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 United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify the continents and oceans. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map • Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. • Identify seasonal and daily weather patterns in the United Kingdom.
Map Work	• Explore map of the world and globe and locate United Kingdom.	• Use map to locate and name home area, county and country	• Children annotate a world map with its main hot and cold places.

	• Locate and label maps of the UK with its countries, capital cities and seas.	• Name and locate continents and oceans on world maps • Use simple map references to explain how they would get from Europe to Africa. For example, if they start in B3, they will have to move south into B2.	• Children use maps and globes to locate the Equator and the Poles. Consider the use of ordnance Survey symbols in mapping the local area.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Name and locate the four countries and capital cities of the United Kingdom. • Name and locate surrounding seas of the United Kingdom. • Name key landmarks and other physical and human features of the four countries e.g., River Thames, London Eye, Buckingham Palace Ben Nevis, Snowdonia, Hadrian's Wall, Balmoral Castle etc.	**Locational Knowledge and Place Knowledge** • Name and locate the world's continents and oceans.	**Locational Knowledge and Place Knowledge** • Locate the equator. • Describe what they would see in a hot and a cold place.
	Human and Physical Geography • Compare land use in Cardinham with London.		**Human and Physical Geography** • Understand the difference between climate in relation to the equator and weather.
	Geographical Skills and Fieldwork • Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river. • key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	**Geographical Skills and Fieldwork** • Use compass directions, north, south, east and west and simple grid references (A1, B3) to describe direction and position on large scale map of the world.	**Geographical Skills and Fieldwork** • Describe the features of a hot or cold place using specific language (see vocabulary list).

Year 3/4 – Year A			
	Autumn	**Spring**	**Summer**
Geography Unit	European Study – Hungary & Boarding Countries	North America	The United Kingdom
Builds On	Year 1/2 – United Kingdom (Year A – Autumn)	Year 1/2 Year B Hot and Cold Places	Year 1/2 – United Kingdom (Year A - Autumn)
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	Berlin, Bratislava, climate, cuisine, Czech Republic, East, Europe, France, Germany, herrings, Italy, Madrid, North, Paris, Hungary, Prague, Rome, South, Slovakia, Spain, temperate, temperature, Warsaw, weather, West	The Caribbean, Central America, Denali, Great Lakes, biomes, landscape, latitude, location, longitude, Mississippi River, mountain range, North America, north-east, Northern Hemisphere, north-west, rural, south-east, south-west, state, urban, Western Hemisphere	agriculture, city (capital city), England (London), erosion, farming, flooding, fossil fuel, Hamlet, manufacturing, mining, mountain, Northern Ireland (Belfast), renewable energy (non-renewable), river, Scotland (Edinburgh), town, transport, village, Wales (Cardiff),
National Curriculum Links	• Locate Europe and its key human and physical characteristics. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Identify and locate Europe's major cities. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	• Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of latitude and longitude. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and	• 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the

	• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	distribution of natural resources including energy, food, minerals and water. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Use eight points of a compass, four and six figure grid references, symbols to communicate knowledge of the UK
Map Work	• Children use maps and atlases to locate European capital cities and countries. They use atlases to explore data relating to Hungary	Children locate North America and some of its key features on a world map. They use world maps to investigate lines of longitude and latitude. They use map references to locate specific places within the continent. Children use maps and aerial film footage to identify the countries within North America and states within the USA. Children observe aerial footage of New York and compare these places with their home area.	• Children use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places. • Children use evidence from topographical maps, aerial images and other sources to find out about the UK's cities, counties and regions. • Children annotate maps with this information.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Name and locate countries of Europe and their capital cities. • Name key human features of Europe – Eiffel Tower, Parthenon, Buckingham Place, Channel Tunnel etc	**Locational Knowledge and Place Knowledge** • Ask and answer geographical questions about the physical and human characteristics of a location. • Locate North America on a world map and explore landscape. • Identify countries within North America on a map.	**Locational Knowledge and Place Knowledge** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,

	• Name key physical features of Europe geysers in Iceland, Mount Etna, Mount Vesuvius, The Alps, glaciers etc	• Compare physical features including mountains, rivers, seas and landscapes. • Compare human geographical features (linked to biomes) including settlements land use and trade.	mountains, cities, rivers, and lakes)
	Human and Physical Geography	**Human and Physical Geography** • Describe key aspects of: Physical Geography, including rivers and mountains in North America. • Human Geography, including settlements and land use.in North America.	
	Geographical Skills and Fieldwork • Describe key aspects of: Human Geography - Describe and compare human geography in terms of settlements and land use (linked to tourism). • Use symbols and key to communicate knowledge of key physical and human features in Europe.		**Geographical Skills and Fieldwork** • Use eight points of a compass, four and six figure grid references, symbols to communicate knowledge of the United Kingdom. • Create and use a key to identify topographical features (including hills, mountains, cities, rivers, and lakes in the United Kingdom).

Year 3/4 – Year B			
	Autumn	**Spring**	**Summer**
Geography Unit	Local study of changes over time in Cardinham	Volcanoes	Rainforests
Builds On	Year 1/2 – School and Surroundings (Year B - Autumn)	Year 1/2 Year B – Hot and Cold Places	Year 1/2 – North America (Year A – Summer)
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	adapt, agriculture, change, compass, digital image, east, environment, human features, industry, mining, north, physical features, satellite image, skyline, south, west,	Active, appearance, ash cloud, boundaries, central vent, core, crater, crust, dormant, effects, eruption, Europe, evacuate, extinct, eye-witness, fertile, geothermal, impact, lava, layers, magma, mantle, map, Mount Loa, Mount Etna, Mount St Helens, Mount Vesuvius, natural hazard, North America, Pacific Ring of Fire, plate, Popocatepetl, side vent, structure, tectonic plates	Amazon, biodiversity, biome, canopy, carbon dioxide, Congo, continent, deforestation, ecosystem, emergent, Equator, farming, fell fertile, forest floor, hemisphere, hunter-gatherer, indigenous, logging, nomadic, oxygen, rainforest, tribe, understory.
National Curriculum Links	• Use fieldwork to observe, measure, record and present the human and physical features in the local area in a range of methods including sketch maps, plans and graphs and digital technologies.	• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity

			including trade links, and the distribution of natural resources including energy, food, minerals and water
Map Work	• Children use google maps to locate Cardinham and able a map of the UK to include Cornwall. They go on a walk (using a compass to use directional language) noting key physical and human features and then draw their own map using ordnance survey symbols in the key.	• Children label a world map that has the names of the different tectonic plates • Children locate famous volcanoes on a range of maps.	• Children locate the world's principal rainforests on a world map and describe the pattern based on their location.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Ask and answer geographical questions about the physical and human characteristics of Cardinham including how they have changed over time. • Explain own views about Cardinham, giving reasons.	**Locational Knowledge and Place Knowledge** • Describe the structure of the Earth. • Describe what happens at boundaries between Earth's plates. • Know the location of famous volcanoes and the Ring of Fire.	**Locational Knowledge and Place Knowledge** • Describe and understand key aspects of a rainforest: rainforest biome has four main characteristics: high annual rainfall, high average temperatures, nutrient-poor soil and high levels of biodiversity. • Explain reasons and consequences for deforestation giving opinions about these.
	Human and Physical Geography • Use fieldwork to observe and record the human and physical features and land use in the local area.	**Human and Physical Geography** • Describe effects of an eruption on land use.	**Human and Physical Geography** • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • Describe how rainforests are found near the Equator.
	Geographical Skills and Fieldwork	**Geographical Skills and Fieldwork**	**Geographical Skills and Fieldwork**

	• Use a range of methods including sketch maps, plans and digital technologies to plan route. • Use four figure grid references and 8-point compass directions to plan a route to follow.	• Describe key aspect of: Physical Geography - volcano feature: Earth's crust, layers of cooled lava, lava, central vent, side vent, ash cloud. Plates: why and how they move and what happens when they do Human Geography - including settlements and land use (understanding effects of eruptions leading to advantages and disadvantages of living near volcano)	• Describe key aspects of: **Physical Geography -** Amazon Rainforest using vocabulary from list. • Create a bar chart to compare annual rainfall.

Year 5/6 – Year A			
	Autumn	**Spring**	**Summer**
Geography Unit	Amazon Basin	Rivers	Mountains
Builds On	Year 3/4 – Rainforests (Year A –Summer)	Year 5/6 Year A – Amazon Basin	Year 3/4 Year B – Rainforests
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	Agriculture, Amazon Basin, Bolivia, Brazil, ecosystem, Ecuador, Equatorial, food chain, humidity, International Date Line, longitude, Mexico, Peru, Prime Meridian, river basin, Tropic of Capricorn, Venezuela, volume, Western Hemisphere	Amazon, channel, evaporation, Mississippi, mouth, Mugurameno Village, overland flow, ox bow lake, precipitation, River Fal, River Fowey, River Camel River Nile, transporting, River Thames, tributary, v-shaped valley, water cycle, waterfall, Yangtse	avalanche ,biomes, climate zones, continent, landscape, land use, mountain range, Northern Hemisphere, North Pole, Seven Summits, settlements, Southern Hemisphere, South Pole, summit, temperature , weather
National Curriculum Links	• Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Identify the position and significance of latitude, longitude and the Equator. • Understand geographical similarities and differences through the study of the human and physical geography of a region	• Describe and understand key aspects of physical geography, including: rivers and the water cycle. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	• Describe and understand key aspects of physical geography, including: mountains • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Describe and understand key aspects of physical geography, including: mountains. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the

	of the UK and a region within South America. • Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water. • Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America		distribution of natural resources including energy, food, minerals. • Name and locate key topographical features of the UK (including mountains). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Map Work	• Locate countries of South America using an electronic atlas and plot them on a world map along with Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Also plot significant cities linked to Mayan civilisation and explain why they think they were significant.	• Children locate and identify the world's principal rivers on a world map. They use aerial images to identify the stages and features of a river. • Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers.	• Children use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map. Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Name and locate the countries of South America and identify their main physical and human characteristics.	**Locational Knowledge and Place Knowledge** • Name the world's longest rivers. • Identify and describe how rivers affect human activity in a location.	**Locational Knowledge and Place Knowledge** • Identify and describe how the physical features affect the human activity within mountain regions.

			• Identify and describe the geographical significance of mountains.
		Geographical Skills and Fieldwork • Describe and understand key aspects of: **Physical Geography** Rivers: how they are formed, upper course, middle course, lower course The water cycle: collection, evaporation, condensation, precipitation, infiltration, ground water flow, surface runoff etc. • Create table and graph of wildlife in section of river and now and 20 years ago. • Draw conclusions and give reasons. • Use different types of fieldwork sampling, from a local river (random and systematic) to observe, measure and record the human and physical features.	• **Geographical Skills and Fieldwork** Use maps atlases and globes and digital computer mapping to locate mountains and describe the features.

Year 5/6 – Year B			
	Autumn	**Spring**	**Summer**
Geography Unit	Climate Zones	Volcanoes and Earthquakes	Teacher Unit – Local Farming Industry
Builds On	Year 1/2 – Hot and Cold Places (Year B – Spring)	Year 3/4 Year B – Volcanoes	Year 3/4 – Local study (Year B – Autumn)
Vocabulary **Place names** **Geographical Terms and processes** **Locational Terms**	Antarctic, Arctic, avalanche, axis, Cairo, climate, continent, Equator, landform, Manaus, mantle, meteorologist, mountain range, Northern Hemisphere, North Pole, orbit, precipitation, Seven Summits, Seville, Southern Hemisphere, South Pole, summit, temperature, Tropic of Cancer, Tropic of Capricorn, weather station	after shock, aid, advantages, ash cloud, boundaries, central vent, continent, core, crater, crust, disadvantages, disaster, dormant, drill, earthquake, effects, eruption, Europe, eyewitness, geology, Great African Rift Valley, human features, Iceland, impact, Japan, lava, long-term, magma, mantle, map, Mauna Loa, Mount Etna, Mount St Helens, Mount Vesuvius, North America, Pacific Ring of Fire, plates, Popocatepetl, preparation, Richter, San Andreas Fault, Scale, rubble, seismometer, short-term, survival, tectonic plates, tsunami	aerial view, compass, consequence, conservation, Cornwall, development, economy, ecosystem, environment, field trip, foreland, grid reference, headland, indigenous, inshore, interconnected, key, landmark, land use, Bodmin, ordnance survey, overfishing, planning, region, South West England, sustainability, sustainable
National Curriculum Links	• Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. • Describe and understand key aspects of: physical geography, including: climate zones. • Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle	• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	• Use fieldwork to observe, measure, record and present the human and physical features in the local area in a range of methods including sketch maps, plans and graphs and digital technologies.

Map Work	• Children label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important. They use a map to locate the Northern and Southern Hemispheres and two climate zones. • Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/ seasons. • Use the eight points of a compass, four and six-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	• Children label a map of the Earth's plates and explain what happens at plate boundaries. Children locate famous earthquakes on a blank world map.	• Children create colour coded maps with keys to explain the land use and sites linked directly to farming. Use key, ordnance survey symbols and scale.
Critical knowledge, skills and understanding	**Locational Knowledge and Place Knowledge** • Identify and describe how the physical features affect the human activity within the polar regions.	**Locational Knowledge and Place Knowledge** • Locate the Earth's plates. • Identify and describe how locations of earthquakes affect the human activity and land use. • Give detailed description of the site of an earthquake with opinions.	**Locational Knowledge and Place Knowledge** • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of local village.
	Human and Physical Geography • Identify and describe the geographical significance of latitude, longitude, Equator,	**Human and Physical Geography** • Give detailed description of short- and long□term effects of earthquakes.	**Human and Physical Geography** • Describe how village is changing explaining reasons for this.

	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). • Describe and understand climate zones, land use, food and water supplies of the Polar Regions.		
	Geographical Skills and Fieldwork • Create maps of the polar regions of identifying patterns (such as: land-use, climate zones, population densities, height of land).	**Geographical Skills and Fieldwork** • Describe and understand key aspects of Physical geography - Earthquakes: What they are, how and when they occur	**Geographical Skills and Fieldwork** • Describe and understand key aspects of Human Geography - settlements, land use, economic activity including trade links (specifically farming), and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the local area on a map with a scale. • Create table and line graph to show price of farming costs over last 10 years, draw conclusions and give reasons.