

Geography Skills, Knowledge and Vocabulary Progression

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	I can name and locate features of my immediate environment.	I can name and locate England, Scotland, Wales and Northern Ireland on a map, and know the capital cities. I can name and locate the world's seven continents and five oceans, and the seas around the UK.	I can name and locate of England, Scotland, <i>Wales and Northern Ireland on a map, and know the capital cities.</i> <i>I can name and locate of the world's seven continents and five oceans, and the seas around the UK.</i>	I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America. I can identify the position of the Equator and how it affects climates in both hemispheres.	I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America. I can identify the position of the Equator and how it affects climates in both hemispheres.	I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude. I can identify and describe three major climate zones (e.g. tropical, temperate, polar).	I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude. I can identify and describe four major climate zones (e.g. tropical, dry, temperate, cold, and polar). I can explain how time zones work using the words including Prime/Greenwich Meridian.
	Vocabulary: house, room, garden, school, playground, park, road, shop, hospital, village	Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Arctic		Vocabulary: Europe, Italy (Rome), France (Paris), Spain (Madrid), Turkey, South America, Argentina (Buenos Aires), Brazil (Sao Paulo, Rio De Janeiro), Chile, Colombia, Peru, North America, Canada (Ottawa), United States of America (Washington), Mexico (Mexico City), Central America, Guatemala, Honduras, Belize, equator, northern hemisphere, southern hemisphere, climate, warm, dry, wet, humid, tepid		Vocabulary: United Kingdom, England, London, Bristol, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, climate zones, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold-temperate, mountains, tundra, time zone, Prime/Greenwich Meridian Time (GMT), local time	
	Context:	<u>Who are the real heroes?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate countries and cities within the UK. Invictus Games – What countries does Team UK come from? Children use maps, atlases and globes to name and locate oceans and seas around the UK. What 	<u>What was it like to live in Victorian times?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate of countries and cities within the UK. What countries are in the United Kingdom? Children use maps, atlases and globes to name and locate oceans and seas around the UK. What ocean and sea 	<u>Would you prefer to live in Ancient Egypt or the Stone Age?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate the main countries and major cities of Europe. What does Europe look like now? What did it look like in the Stone Age? <u>Why should we care about the environment?</u> 	<u>What did the Romans do for us? How has Europe changed?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate the main countries and major cities of Europe. What does Europe look like now? What did it look like during the Roman era? <u>What's the most important thing about chocolate?</u> Children use maps, atlases and globes to name and locate the main countries 	<u>Why were the Vikings such successful conquerors?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate one county and city of the UK in the Viking era (e.g. London, England). Where did the Vikings invade and settle? Children identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle. when 	<u>Bristol in the 20th Century – What changes have been seen?</u> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate one county and city of the UK (e.g. Bristol, England). in the 20th Century. Why was Bristol target in WW2? Children identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude. Which countries were affected by WW2?

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<p>Locational Knowledge</p>		<p>oceans and seas did the SSGB sail? Experience: SSGB.</p> <p><u>Why is water precious?</u></p> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate the world's seven continents and five oceans. What are Earth's oceans and seas? How can we keep them healthy? 	<p>surround the United Kingdom? <u>What makes Bristol Brilliant?</u></p> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate of countries and cities within the UK. Where is Bristol? Children use maps, atlases and globes to name and locate oceans and seas around the UK. Where is Bristol? <p><u>What makes Africa Amazing?</u></p> <ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate world's seven continents and five oceans. Where is Africa? 	<ul style="list-style-type: none"> Children use maps, atlases and globes to name and locate the main countries and major cities in South America. What does South America look like now? What did it look like in the past? Children use maps, atlases and globes to identify the position of the Equator and the northern and southern hemispheres, describe how it affects climates in both hemispheres. What does South America look like now? What did it look like in the past? 	<p>and major cities in North/ Central America. What does North/ Central America look like now? What did it look like during Mayan occupation?</p> <ul style="list-style-type: none"> Children use maps, atlases and globes to identify the position of the Equator and the northern and southern hemispheres, and describe how it affects climates in both hemispheres. What does North/ Central America look like now? What did it look like during Mayan occupation? 	<p>using maps, atlases and globes. Where did the Vikings invade and settle?</p> <ul style="list-style-type: none"> Children identify and describe three major climate zones (e.g. tropical, temperate, polar when using maps, atlases and globes. Where did the Vikings invade and settle? <p><u>How have the Ancient Greeks influenced us?</u></p> <ul style="list-style-type: none"> Children identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle. when using maps, atlases and globes. Where did the Ancient Greeks live? Children identify and describe three major climate zones (e.g. tropical/ warm, temperate, polar when using maps, atlases and globes Where did the Ancient Greeks live? 	<ul style="list-style-type: none"> Children identify and describe six major climate regions. Which countries were affected by WW2? Children explain how time zones work using the words including Prime/Greenwich Meridian. What time zones did people on the Windrush travel through?
<p>Place Knowledge</p>	<p>I can describe features of my immediate environment and how places might vary from one another.</p> <p>I can describe similarities and differences in relation to places, objects, materials and living things.</p>	<p>I can describe what the place I live in is like.</p> <p>I can identify natural and man-made features.</p>	<p>I can describe what the place I live in is like.</p> <p>I can identify and describe natural and man-made features.</p> <p>I can compare the human and physical features of a place in the UK to a place outside of Europe.</p>	<p>I can compare the human and physical features of a place in the UK to North or South America.</p>	<p>I can compare the human and physical features of a place in the UK and Europe.</p> <p>I can compare the human and physical features of a place in the UK to North or South America.</p>	<p>I can describe the geographical similarities and differences of a region of the UK and a European country.</p>	<p>I can describe the geographical similarities and differences of a region of the UK and the Americas.</p>

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	<p>Vocabulary: hard, soft, heavy, light, smooth, rough, light, dark, wet, dry, people, person, animal, plant, flower, tree</p>	<p>Vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper</p> <p>Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment</p>	<p>Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, temperate, polar, vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra</p>	<p>Vocabulary: human feature, physical feature, region, settlement, migration, immigration, community, population, government, democracy, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, sub-tropical, temperate, polar, arid, mediterranean, dry-temperate, cold-temperate, mountains, tundra vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra</p>			
	<p>Context:</p>	<p><u>Who are the real heroes?</u></p> <ul style="list-style-type: none"> Children describe human and physical features of familiar environments. What are common environmental hazards? Who helps to keep us safe from these hazards? Experience: Visit from Emergency Services. <p><u>What makes traditional tales come to life?</u></p> <p>Children describe natural and man-made features in familiar environments. What materials make a strong, waterproof house for the Three Little Pigs?</p> <p><u>Why is water precious?</u></p> <ul style="list-style-type: none"> Children describe natural and man-made features in familiar environments. What can we find in our oceans and waterways? How can we keep our oceans and waterways healthy? Experience: Aquarium. 	<p><u>What makes Bristol brilliant?</u></p> <ul style="list-style-type: none"> Children describe human and physical features of familiar environments. What are Bristol's landmarks and traditional tales? Experience: Clifton Suspension Bridge Children describe natural and man-made features in familiar environments. What materials have been used to construct our historic town, Shirehampton? Experience: Shirehampton Walking Tour. <p><u>What makes Africa Amazing?</u></p> <ul style="list-style-type: none"> Compare the human and physical features of Bristol to a country in Africa. What is life like in Africa? How is it similar and different to life in England? Experience: African Drumming 	<p><u>Why should we care about the environment?</u></p> <ul style="list-style-type: none"> Children compare human and physical features of England and the Amazon Rainforest in South America. What is life like in the Amazon? How is that similar/ different to life in England? Experience: Visit from environmentalist 	<p><u>What did the Romans do for us? How has Europe changed?</u></p> <ul style="list-style-type: none"> Children compare human and physical features of England and Rome. What was life like in Rome? How is that similar/ different to life in England? Experience: Visit to ruins of Kings Weston Roman Villa <p><u>What's the most important thing about chocolate?</u></p> <ul style="list-style-type: none"> Children compare human and physical features of England and North/ Central America. What physical and human features supported the needs of the Mayan civilisation? 	<p><u>Why were the Vikings such successful conquerors?</u></p> <ul style="list-style-type: none"> Children describe human and physical geographical similarities and differences between England and Scandinavia. Why did the Vikings leave Scandinavia? Why did the Vikings find England a desirable place to settle? <p><u>How have the Ancient Greeks influenced us?</u></p> <ul style="list-style-type: none"> Children describe human and physical geographical similarities and differences between England and Ancient Greece. What was the Ancient Greek system of government? How did this change the system of government in England? Experience: Council Chambers. 	<p><u>Bristol in the 20th Century – What changes have been seen?</u></p> <ul style="list-style-type: none"> Children describe the geographical similarities and differences between England and the Caribbean. What was life like for the Windrush generation in the Caribbean? How was this similar and different to their life in England?
<p>Human & Physical Geography</p>	<p>I can describe past and present events in my own life and in the life of family members.</p> <p>I can identify similarities and differences between myself and others, and among families, communities and traditions.</p>	<p>I can describe features as physical or human.</p> <p>I can measure and describe daily changes in local weather.</p> <p>I can describe how the UK weather changes through the seasons.</p>	<p>I can describe features as physical or human.</p> <p>I can measure and describe daily changes in the local weather.</p> <p>I can describe how the UK weather changes through the seasons.</p>	<p>I can identify why early settlers chose to live near physical features.</p> <p>I can identify how the human features of a landscape have changed over time.</p> <p>I can compare the physical features of a region in the UK and North or South America.</p>	<p>I can identify why early settlers chose to live near physical features.</p> <p>I can identify how the human features of a landscape have changed over time.</p> <p>I can describe how climate and use of land supports an economy and trade links.</p> <p>I can compare the physical features of a region in the UK and North or South America.</p>	<p>I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time .</p> <p>I can describe the parts of a river.</p> <p>I can explain key aspects of mountains.</p>	<p>I can identify how and why volcanoes erupt.</p> <p>I can explain why and where earthquakes occur.</p> <p>I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time .</p>

Human & Physical Geography						<p>I can describe the water cycle.</p> <p>I can explain how the physical features of two contrasting regions influence how and where people live (Europe and UK).</p>
	<p>Vocabulary: now, then, young, old, baby, child, adult, sister, brother, Mum, Dad, Aunty, Uncle, Grandparent, family,</p>	<p>Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold</p> <p>Additional Year 2 Vocabulary: thermometer, temperature, degrees, rainfall, lowest, highest</p>	<p>Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate, polar, rainforests,</p>	<p>Vocabulary: topographical feature, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water, saltwater, mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, vegetation, biome</p> <p>Additional Year 6 Vocabulary: volcano, Ring of Fire, magma, mantle, fault, eruption, sill, vent, eruption, crust, extinct, core, conduit, dormant, ash, active, crater, earthquake, after shock, epicentre, fault line, fore shock, main shock, magnitude, Mercalli scale, micro quake, Richter scales, seismic, tremor, tsunami</p>		
	<p>Context:</p>	<p><u>Who are the real heroes?</u></p> <ul style="list-style-type: none"> Children describe human and physical features of the place in which they live. What are common environmental hazards? Who helps to keep us safe from these hazards? Experience: Visit from Emergency Services. <p><u>What makes traditional tales come to life?</u> Children describe how the UK weather changes through the seasons (e.g. present knowledge via seasonal artwork). What seasons are described in our traditional tales?</p> <p><u>Why is water precious?</u></p>	<p><u>What makes Bristol brilliant?</u></p> <ul style="list-style-type: none"> Children describe human and physical features of the place in which they live. What are Bristol's landmarks and traditional tales? Experience: Clifton Suspension Bridge <p><u>What makes Africa Amazing?</u></p> <ul style="list-style-type: none"> Children describe and compare seasonal weather changes between UK and Africa. What is it like to live in Africa? Children measure using a thermometer and describe daily changes in local weather over a period of time. How does the weather 	<p><u>Would you prefer to live in Ancient Egypt or the Stone Age?</u></p> <ul style="list-style-type: none"> Children identify why early settlers of Ancient Egypt and Stone Age Europe chose to live near certain physical features (e.g. those that support resources, trade links, and defence). What physical features support the needs of people in Ancient Egypt and Stone Age Europe? Children identify how the human features of Stone Age in Europe changed over time (e.g. culture, language, religion, government, economics, and architecture). What does Europe look like now? 	<p><u>What did the Romans do for us? How has Europe changed?</u></p> <ul style="list-style-type: none"> Children identify why early Roman settlers chose to live near certain physical features (e.g. those that support resources, trade links, and defence). What physical features support the needs of early Roman settlers? Children identify how the human features of England's landscape changed over time as a result of Roman occupation. What was life like in England before and after Roman occupation? <p><u>What's the most important thing about chocolate?</u></p> <ul style="list-style-type: none"> Children identify why the Mayan civilisation chose to live near certain physical features 	<p><u>Why were the Vikings such successful conquerors?</u></p> <ul style="list-style-type: none"> Children explain how the physical features influenced how and where the Vikings chose to live. Why did the Vikings leave Scandinavia? Why did the Vikings find England a desirable place to settle? <p><u>What makes planet Earth unique?</u> Children identify key topographical features of places in the UK and understand how some of these aspects have changed over time (e.g. Snowdon, Ben Nevis, River Thames, River Severn). How has our landscape been carved?</p>

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		<ul style="list-style-type: none"> Children measure through observation and describe daily changes in the local weather over a period of time. What is the weather today? How can we record this on our picture chart? 	<p>in England compare with the weather in Africa?</p>	<p>What did it look like in the Stone Age? How is it similar/ different? Experience: Museum</p> <p><u>Why should we care about the environment?</u></p> <ul style="list-style-type: none"> Children identify how the human features of a landscape have changed over time. What are the effects of deforestation to the Amazon Rainforest? Children compare the physical features of England and the Amazon Rainforest. What are the characteristics of the Amazon biome? What are the characteristics of England's biome? How are they similar and different? Experience: Visit from environmentalist 	<p>(e.g. those that support resources, trade links, and defence. What physical features supported the needs of the Mayan civilisation?</p> <ul style="list-style-type: none"> Children compare the physical features of the English with Mayan landscape. What are the characteristics of the Mayan biome? What are the characteristics of England's biome? How are they similar and different? Children identify how the human features of the Mayan landscape changed over time (e.g. culture, language, religion, government, economics, and architecture). What did the ancient Mayan landscape look like? What does it look like now? Children describe how climate and use of land for cocoa production supported the Mayan economy and trade link. How did the Mayans make and trade chocolate? 	<ul style="list-style-type: none"> Children describe the parts of a river. How has our landscape been carved? Experience: River Expedition. Children explain key aspects of mountains. How has our landscape been carved? <p>Children describe the water cycle. How has our landscape been carved?</p>	
<p>Geographical Skills & Field work</p>	<p>I can use drawings and simple technology to observe and record the environment.</p> <p>I can use drawings and simple technology to observe and record the environment.</p>	<p>I can use drawings and simple technology to observe and record the environment.</p> <p>I can draw a simple map e.g. my route to school.</p> <p>I can design a map using symbols to show human and physical features.</p> <p>I can use coordinates to identify a location.</p> <p>I can use North, South, East and West to describe position.</p> <p>I can use a map key and recognise and interpret symbols on an Ordnance Survey map.</p> <p>I can use a map to navigate to a location.</p> <p>I can use apparatus e.g. thermometers to collect geographical data.</p>	<p>I can design a map using symbols to show human and physical features.</p> <p>I can use coordinates to identify a location.</p> <p>I can use North, South, East and West to describe position.</p> <p>I can use a map key and recognise and interpret symbols on an Ordnance Survey map.</p> <p>I can use a map to navigate to a location.</p> <p>I can use apparatus e.g. thermometers to collect geographical data.</p>	<p>I can interpret tables, diagrams and atlas maps to retrieve information</p> <p>I can identify 8 compass points and use 4 figure grid references</p> <p>I draw conclusion from maps about population, settlement and land use</p> <p>I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps</p> <p>I can use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data.</p>	<p>I can interpret tables, diagrams and atlas maps to retrieve information</p> <p>I can identify 8 compass points and use 4 figure grid references</p> <p>I draw conclusion from maps about population, settlement and land use</p> <p>I can identify how a place changes over time by using a range of aerial photographs, historical and recent maps.</p>	<p>I can use a range of different maps to make inferences about the natural resources, economic trade and trade links.</p> <p>I can use a scale to calculate the distance on a map.</p> <p>I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).</p> <p>I can use 8 compass points to navigate to a location.</p> <p>I can use a map to trace a route.</p>	<p>I can use a range of different maps to make inferences about the natural resources, economic trade and trade links.</p> <p>I can use a scale to calculate the distance on a map.</p> <p>I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).</p> <p>I can use 8 compass points to navigate to a location.</p> <p>I can use a map to trace a route.</p>

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	<p>Vocabulary: map, sketch map, plan, map, sketch map, plan, picture,</p>	<p>Year 1 Vocabulary: map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far</p> <p>Additional Vocabulary for Year 2: ordnance survey map, thermometer, temperature, degrees, rainfall, lowest, highest</p>	<p>Vocabulary: table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>	<p>Vocabulary: arial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms)</p>			
<p>Geographical Skills & Field work</p>	<p>Context</p>	<p><u>What makes traditional tales come to life?</u></p> <ul style="list-style-type: none"> Children use drawings and Bee-Bots to observe and record routes described in a traditional tale. Draw the route of Little Red Riding Hood. Children design a map using symbols to show human and physical features of an environment described in a traditional tale. Draw a story map of the Three Little Pigs. Children use coordinates and North, South, East and West to identify a location described in a traditional tale. Draw a story map of the Goldilocks. 	<p><u>What makes Bristol Brilliant?</u></p> <ul style="list-style-type: none"> Children use an ordnance survey map (with symbols, coordinates and North, South, East and West) to recognise human and physical features. What are Shirehampton’s landmarks? (E.g. pre- walking tour). Children use a map (with symbols, coordinates and North, South, East and West) to navigate to a location. What are Shirehampton’s landmarks? Experience: Shirehampton Walking Tour. Children design a map (with symbols, coordinates and North, South, East and West) to show human and physical features of Shirehampton. What are Shirehampton’s landmarks? (E.g. post- walking tour). <p><u>What makes Africa Amazing?</u></p> <ul style="list-style-type: none"> Children measure using a thermometer and describe daily changes in weather over a period of time (e.g. present knowledge via various types of graphs). How does the weather in England compare with the weather in Africa? 	<p><u>Would you prefer to live in Ancient Egypt or the Stone Age?</u></p> <ul style="list-style-type: none"> Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about the Ancient Egypt and Europe in the Stone Age. What was life like in Ancient Egypt/ Stone Age Europe? Landforms - Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to describe how Ancient Egypt and Europe has changed over time. What was life like in Ancient Egypt/ Stone Age Europe? How is it similar/ different to today? <p><u>Why should we care about the environment?</u></p> <ul style="list-style-type: none"> Children identify how the Amazon Rainforest changes over time by using a range of aerial photographs, historical and recent maps What are the effects of deforestation to the Amazon Rainforest? Children identify 8 compass points and use grid references to trace the transportation of lopped trees. What are the effects of deforestation to the Amazon Rainforest? 	<p><u>What did the Romans do for us? How has Europe changed?</u></p> <ul style="list-style-type: none"> Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about Roman population, settlement and land use. What was life like in England before and after Roman occupation? Children use a range of aerial photographs, historical and recent maps with 8 compass points and 4 figure grid references to describe how England’s communities changed as a result of Roman occupation. What was life like in England before and after Roman occupation? <p><u>What’s the most important thing about chocolate?</u></p> <ul style="list-style-type: none"> Children interpret tables, diagrams and atlas maps with 8 compass points and 4 figure grid references to draw conclusions about Mayan population, settlement and land use. What did the ancient Mayan landscape look like? What does it look like now? Children use a range of aerial photographs, historical and recent maps with 8 compass points and 4 figure grid references to describe how Mayan communities change over time. What did the ancient Mayan landscape look like? What does it look like now? 	<p><u>Why were the Vikings such successful conquerors?</u></p> <ul style="list-style-type: none"> Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to make inferences about natural resources, economic trade and trade links. What and how did the Vikings trade with Europe? Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. How did the Vikings get to the UK? Children use a scale to calculate the distance on a map. How did the Vikings get to the UK? <p><u>What makes planet Earth unique?</u></p> <ul style="list-style-type: none"> Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to make inferences about the natural resources, economic trade and trade links. Can we locate significant mountains and rivers on an Ordinance survey map? What impact do these topographic features have on trade? <p>Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Can</p>	<p><u>Bristol in the 20th Century – What changes have been seen?</u></p> <ul style="list-style-type: none"> Children use a range of different maps with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is the Caribbean? How did the HMT Empire Windrush get to the UK? Children use a scale to calculate the distance on a map. How far did the HMT Empire Windrush sail? <p><u>How did the Earth evolve?</u></p> <ul style="list-style-type: none"> Children use a map with symbols and keys, 8 compass points and 6 figure grid references to navigate to a location and trace a route. Where is volcano? Children use a scale to calculate the distance on a map. How far did specific natural disaster reach (e.g. lava flow, tsunami floods)? Children use digital technology (Google Earth, iPad, data loggers) to record, interpret and present geographical data. What was the impact of significant natural disasters on life (e.g. migration, resettlement)?

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▪ Children use a range of apparatus e.g. thermometers, rain gauge and technology to collect geographical data. What is the temperature and rainfall in England's biome? How does this compare to weather in the Amazon's biome?

we locate significant mountains and rivers on an Ordnance survey map?

▪ Children use a scale to calculate the distance on a map. How far does a particular river stretch across the landscape