



# Stottesdon C of E Geography Curriculum Knowledge Progression

## EYFS ELG:

### People, Communities and Culture:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons.

<p><b>EYFS Autumn 1 Cycle 1 Amazing Me</b> <u>Core knowledge that children must learn</u> Children will identify typical weather in Autumn (getting colder, wetter, windier) Children will know that this time of year is Autumn and the signs and changes of Autumn (leaves change colour, fall off the trees, animals get ready to hibernate - long sleep)</p> <p><b>EYFS Autumn 2 Cycle 1 Weather</b> <u>Core knowledge that children must learn</u> Children will identify different types of weather (rain, sun, wind, snow) Children will know that this time of year is Winter and the signs and changes of Winter (bare trees, its cold, less animals due to hibernation - long sleep.) To use fieldwork to observe changes of physical features (trees)</p>	<p><b>EYFS Spring 1 Cycle 1 People Who Help Us</b> <u>Core knowledge that children must learn</u> Children to know our school is in Stottesdon. Children to know there is a map of Stottesdon. Children to find information on a simple map through play experiences (school, church, road, playground) Children to know there is a church in Stottesdon. Children will know a map is view from above. Children will follow directions (up/down, left/right, behind/in front of)</p> <p><b>EYFS Spring 2 Cycle 1 Farm</b> <u>Core knowledge that children must learn</u> Children will know that this time of year is Spring and the signs and changes of Spring (buds in trees, lambs in the field, birds in the garden) Children will know farms grow crops that are used to make food. (Wheat to flour to bread) Children will know farmers plough, plant and harvest on a farm. Children will know where milk, eggs, cheese, pork, beef, chicken come from. Children to find information on a simple map of a farm through play experiences and field trip (farmhouse, field, barn, pig sty, stable)</p>	<p><b>EYFS Summer 1 Cycle 1 Minibeasts</b> <u>Core knowledge that children must learn</u> Children will know that this time of year is Summer and the signs and changes of Summer (getting hotter, flowers, growing, bees) Children will know where to find minibeasts around our school (snails, worms, bees, woodlouse) and describe what it is like there (ponds, grass, tree and underground). Children will use fieldwork to choose where it would be best to build a bug hotel.</p> <p><b>EYFS Summer 2 Cycle 1 Homes</b> <u>Core knowledge that children must learn</u> Children will know that people live in different types of homes around the world. Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world Children will use planned fieldwork to draw a simple map of a room inside a house. (bedroom, bathroom)</p>
<p><b>EYFS Autumn 1 Cycle 2 Once Upon a Time</b> <u>Core knowledge that children must learn</u> Children will identify typical weather in Autumn (getting colder, wetter, windier) Children will know that this time of year is Autumn and the signs and changes of Autumn (leaves change colour, fall off the trees, animals get ready to hibernate - long sleep)</p> <p><b>EYFS Autumn 2 Cycle 2 Transport</b> <u>Core knowledge that children must learn</u> Children will identify different types of weather (rain, sun, wind, snow) To use fieldwork to observe changes of physical features (trees)</p>	<p><b>EYFS Spring 1 Cycle 2 Being Healthy</b> <u>Core knowledge that children must learn</u> Children will know that this time of year is Winter and the signs and changes of Winter (bare trees, its cold, less animals due to hibernation - long sleep.) Children will know where milk, eggs, cheese, pork, beef, chicken come from. Children will follow directions (up/down, left/right, behind/in front of)</p> <p><b>EYFS Spring 2 Cycle 2 Wild Animals</b> <u>Core knowledge that children must learn</u> <b>Geography / Science - The Natural World</b> Children will know that we don't have certain animals in England and will compare with another country. Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world Children will know a habitat is a place a plant or animal lives. Children will know that this time of year is Spring and the signs and changes of Spring (buds in trees, lambs in the field, birds in the garden)</p>	<p><b>EYFS Summer 1 Cycle 1 Plants</b> <u>Core knowledge that children must learn</u> Children will know that this time of year is Summer and the signs and changes of Summer (getting hotter, flowers, growing, bees) Children will know farms grow crops that are used to make food. (Wheat to flour to bread) Children will know farmers plough, plant and harvest on a farm. Children will use fieldwork to choose where it would be best to build a bug hotel.</p> <p><b>EYFS Summer 2 Cycle 2 Journeys</b> <u>Core knowledge that children must learn</u> Children will know that this time of year is Summer and the signs and changes of Summer. Children to know our school is in Stottesdon. Children to know there is a map of Stottesdon. Children to find information on a simple map through play experiences (school, church, road, playground) Children to know there is a church in Stottesdon. Children will know a map is view from above.</p>

<p><b><u>KS1 Autumn 1 Our Local Area</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Human and physical geography ♣ Understands key physical and human features of their local area.</li> <li>Locational Knowledge - compare journeys and landscapes and understand near/far, often/rarely</li> <li>Geographical skills and fieldwork. learn about maps, map-making and symbols.</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Know about the local area including the school, and can name and locate key landmarks.</li> <li>Locate local landmarks on a map using images or drawings, using a simple key.</li> <li>Use observation to recognise a natural environment and describes it using key vocabulary (physical features).</li> <li>Describe a journey in the local area using simple compass directions and locational and directional language, and describe the location of features on a map.</li> </ul>	<p><b><u>KS1 Spring 1 People and their communities</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Locational knowledge. name and locate the world's seven continents. Can name most of the nations and capitals of the UK, and locate some major cities</li> <li>Place knowledge. 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</li> <li>Human and physical geography - learn about the human and physical geography of a small area in several non-European countries</li> <li>Geographical skills and fieldwork - read images, maps, atlases and globes.</li> <li>Human and physical geography - use basic geographical vocabulary</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Compare the local area to distant locations (Cornwall, Brazil, Timbuktu, (New York, Sydney or Beijing as cities) (understanding near and far). Use appropriate vocabulary in relation to their human and physical features.</li> <li>Understand that they live in the UK, which is an island, identify its nations and capitals of the UK and their surrounding seas.</li> <li>Use fieldwork and observational skills to study the geography of our local area.</li> <li>Identify daily weather patterns in their local area and hot, cold, dry areas of the world in relation to the Equator and Poles. Make comparisons when prompted with the weather in your area.</li> <li>Use a world map, atlas or globe to locate the continents (North America via New York, South America by Brazil, Africa by Timbuktu, Asia by Beijing and Oceania by Sydney).</li> </ul>	<p><b><u>KS1 Summer 1 Animals and their habitats</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Locational knowledge. name and locate the world's seven continents and five oceans</li> <li>Geographical skills and fieldwork - use world maps, atlases and globes to identify countries, continents and oceans</li> <li>Geographical skills and fieldwork - use simple fieldwork and observational skills</li> <li>Place knowledge – describe significant hot or cold areas and relate these to the Poles and equator.</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Use a world map, atlas or globe to name and locate the seven continents and five oceans and some countries studied, .</li> <li>Identify seasonal weather patterns.</li> <li>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>Describe the physical and human geography of a distant place, recognising their natural environments and using appropriate geographical vocabulary and compare this to our local area.</li> </ul>
<p><b><u>KS1 Autumn 2 Seasons</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Physical Geography: weather; seasons; climate in UK</li> <li>Locational Knowledge: UK countries and capitals; emerging ideas of characteristics of four countries in relation to weather?</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Knows the four seasons and the correct order.</li> <li>Uses and understands basic weather symbols and vocabulary, and can identify multiple weather types (wind, rain, snow, fog, mist, sun, sunny spells, clouds as a minimum), knowing that weather can be different in different parts of the UK (Stottesdon, London, Belfast, Edinburgh and Cardiff).</li> <li>Demonstrates locational awareness and can name their local area (Stottesdon, Shropshire), that they live in the UK and can name the capitals of the UK, using the 4 points of the compass.</li> <li>Starts to give reasons why the UK has the weather it does (e.g. wind).</li> <li>Use fieldwork sketches and observations to see evidence of current weather and seasons.</li> </ul>	<p><b><u>KS1 Spring 2 Journey Food</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Human and physical geography - understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</li> <li>Geographical skills and fieldwork. - use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</li> <li>Geographical skills and fieldwork - use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> <li>Describe and explain that everyday food products (examples are oilseed rape, crisps, apple juice pork pies, potatoes (Northern Ireland), rhubarb (Yorkshire), Welsh cakes (Wales)) have been changed (processed) before they are packed/bought, using a map to identify the location of some of their ingredients.</li> <li>Talk with confidence about human and physical environments (including natural environments), such as farmland (around Stottesdon), the local area (Bridgnorth) and further afield: London, West Midlands, Northeast naming features and using some key vocabulary.</li> <li>Use fieldwork to find out about food products sold at a local market or high street.</li> <li>Use aerial photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</li> </ul>	<p><b><u>KS1 Summer 2 Our Wonderful world</u></b>  <b><u>Overarching National Curriculum Focus</u></b></p> <ul style="list-style-type: none"> <li>Locational knowledge - name, locate and identify characteristics of the seven continents and oceans</li> <li>Geographical skills and fieldwork - use world maps, atlases and globes</li> <li>Human and physical geography - identify the locations of hot and cold areas around the world. - use basic vocabulary to refer to physical and human features - understand geographical similarities and differences when studying both human and physical geography</li> <li>Place knowledge 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.</li> </ul> <p><b><u>Core knowledge that children must learn</u></b></p> <ul style="list-style-type: none"> <li>Identify using an atlas, map or globe to locate some physical and human features, which continent they are in, comparing these with our local area, using field work and observational skills to study our surrounding environment.</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Identify and name the relevant countries (Australia, China and United States of America).</li> <li>Correctly use most of the key vocabulary in relation to human and physical features.</li> </ul>

**LKS2 Autumn 1 Climate and weather**

**Overarching National Curriculum Focus**

- Locational knowledge: Identifies the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. understands how climate varies with latitude and in relation to equator, Tropics and Poles).
- Human & Physical Geography: Name and locate some of the world's climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.
- Geographical skills & Fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Core knowledge that children must learn**

- Describes some advantages and disadvantages of living in hazard-prone areas, and how physical processes can cause hazards to people.
- **Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations to present .**
- **Understand what a biome is and give examples of the variety of biomes and vegetation belts, using appropriate vocabulary to describe weather, climate, climate zones, biomes and vegetation belts).**
- **Indicate the tropical, temperate and polar climate zones on a globe or map, describe and compare the characteristics of these zones, using appropriate vocabulary, identifying some of the world's hottest, coldest, wettest and driest locations (Siberia Russia, Mojave desert USA, Meghalaya India).**
- **Use fieldwork to identify local deciduous tree populations in a local temperate woodland .**

**LKS2 Spring 1 Our World**

**Overarching National Curriculum Focus**

- Locational knowledge: Identifying the position and significance of latitude, longitude, the 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)
- Geographical skills & Fieldwork: Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied.
- Geographical skills & Fieldwork: Use the eight points of the compass to build their knowledge of the wider world.

**Core knowledge that children must learn**

- **Know the continents and some countries (India, UK, USA, Spain, Brazil) of the world and can name and locate them on a world map.**
- **Can describe the relationship between globes and world maps.**
- **Identifying the position and significance of the Prime/Greenwich Meridian and time zones (Mexico City, Sydney and Mumbai) (including day and night in relation to the Earth's rotation on its own axis).**
- **Use appropriate vocabulary when talking about their map.**

**LKS2 Summer 1 – Coasts**

**Overarching National Curriculum Focus**

- Locational Knowledge: extend their knowledge and understanding beyond the local area to include more of the UK.
- Locational Knowledge: Name and locate (some) counties and cities of the UK
- Human & Physical Geography: Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are changing now and have changed over time.

**Core knowledge that children must learn**

- **Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain).**
- **Describe and understand key aspects of the human geography of a coastal region in the UK, including: tourism, leisure activities, types of settlement, and land use, economic activity and safety (Southwest England).**
- **Describe the characteristics of settlements with different functions, e.g. features, settlements and activities associated with coastal towns, tourism/ports/docks.**
- **Locate and describe physical coastal features of coastal regions in the UK using simple geographical vocabulary to describe them. Discuss how coastal features change.**
- **Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding).**
- **Use an atlas to locate the UK and locate coastal areas.,**

**LKS2 Autumn 2 The Americas**

**Overarching National Curriculum Focus**

**Locational Knowledge**

- focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities

**Place Knowledge**

- understand geographical similarities and differences through looking at regions in North and South America

**Physical geography**

- begin to associate weather/climate with landscape and environment

**Geographical skills**

- use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
- learn to use the eight points of a compass to build their locational knowledge of the Americas

**Core knowledge that children must learn**

- **Locate some countries North and South America on a map or atlas (United States of America, Brazil, Ecuador and Mexico).**
- **Understand the terms continent, country, state, city. Identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA; describe the route).**
- **Describe the characteristics of settlements with different functions.** Use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas.
- **Describe and compare the physical and human characteristics of some regions in North or South America (offer explanations for the similarities and differences).**

**LKS2 Spring 2 Rivers and the Water cycle**

**Overarching National Curriculum Focus**

**Locational Knowledge**

- name and locate some of the UK's and the world's most significant rivers and mountain environments

**Physical Geography**

- learn about the features of a named river (the River Thames) in the UK, from source to mouth
- learn how rivers and mountains are formed
- identify some of the processes associated with rivers
- understand where rivers and mountains fit into the water cycle

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/ computer mapping to locate rivers and mountains studied
- use fieldwork to observe, measure, record and present physical features (including sketch maps/plans, graphs and digital technologies)

**Core knowledge that children must learn**

- **Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers River Severn, River Thames (London).**
- **Use simple geographical vocabulary to describe significant physical features of rivers (and how they change) and river/mountain environments in the UK.**
- **Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.**
- **Understand how physical processes can cause hazards to people, e.g. flooding. Describe some advantages and disadvantages of living in hazard-prone areas.**
- **Use fieldwork to observe and record the flow of rainwater as it falls onto the school and off the buildings and to observe and measure water flowing in a local stream.**

**LKS2 Summer 2 Our World and Volcanoes**

**Overarching National Curriculum Focus**

**Locational Knowledge**

- Locate countries in Europe, South and North America

**Physical Geography**

- describe and understand the key aspects of volcanoes and earthquakes

**Place Knowledge**

- understanding geographical similarities and differences through the study of physical geography in a region in European country and in a North/South American country

**Core knowledge that children must learn**

- **Locate some countries/ States in Europe, South America and North America on a map or atlas (Italy, Iceland, Ecuador , California).**
- **Use an atlas to locate volcanoes and locations of earthquakes, and understand that the distribution of earthquakes and volcanoes follows a pattern; have a basic understanding of plate tectonics and the 'Pacific Ring of Fire'.**
- **Describe a volcano, volcanic eruption and an earthquake using appropriate geographical vocabulary to describe significant physical features and talk about how they change.**
- **Link geographical similarities and differences in European and American regions.**

<p><b><u>UKS2 Autumn 1 South America – the Amazon</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locates cities, countries and regions of South America on physical and political maps.</li> <li>Knows and understands what life is like in cities and in villages and in a range of settlement sizes.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>Describes what the climate of a region is like and how plants and animals are adapted to it.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describes key physical and human characteristics and environmental regions of South America.</li> <li>Understands how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</li> <li>Explains some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>Understands how human activity is influenced by climate and weather.</li> <li>Explains several threats to wildlife/habitats</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied</li> </ul> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> <li>Identify and name some of the countries inside the Amazon basin (Bolivia, Brazil, Colombia, Ecuador) and compare with the UK.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the Amazon Basin.</li> <li>Explain some of the ways in which the Amazon rainforest is valuable and name at least one animal that lives in the Amazon and how it has adapted to its habitat.</li> <li>Describe what the climate is like in Amazonas.</li> </ul>	<p><b><u>UKS2 Spring 1 Protecting the environment</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Locate world’s countries, using maps</li> <li>Identify the position/significance of latitude, longitude, Equator, Northern/Southern hemisphere, tropics, Prime/Greenwich Meridian and time zones.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</li> <li>Explain why biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied.</li> <li>Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> <li>Understand where our energy and natural resources come from to include renewable and non-renewable energy sources and name several common minerals e.g. rocks, oil, coal, metals; explain where minerals are found around the world.</li> <li>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>Explain several threats to wildlife/habitats including the ocean. Understand some advantages of marine protected areas (MPAs) with a Southwest focus (eg Hartland Point to Tintagel and Lands End and Cape Bank).</li> <li>Be able to talk about one way we could make the school more sustainable.</li> </ul>	<p><b><u>UKS2 Summer 1 Our World in the future.</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the UK, 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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical and human geography.</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK.</li> <li>Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> <li>Describe different types of local industry and public services and how they have changed over time (past, present and future of the local area).</li> <li>Explain why their local area is special.</li> <li>Use knowledge of field work skills to (sketch maps - using symbols, a key and a scale- and graphs) present data on the local area (including influence of climate and weather).</li> <li>Begin to consider how developments can be sustainable.</li> </ul>
<p><b><u>UKS2 Autumn 2 Changes in our local environment</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the UK, 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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the UK</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> <li>to locate and describe several physical environments in the UK, e.g. coastal (Southwest) and mountain environments (Northeast), and how they change.</li> <li>To locate the UK’s major urban areas (London, Glasgow, Belfast, Cardiff, Birmingham), knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>to understand how a region has changed and how it is different from another region of the UK (focus on the regions of London, Southwest, West Midlands).</li> </ul> <p>Use fieldwork sketches, photographs and observations to locate where change has happened and mark these on maps, analysing the results to draw conclusions about changes in our immediate local area and a local town.</p>	<p><b><u>UKS2 Spring 2 Europe a study of the alpine region</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s more significant human and physical features.</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>be taught to understand some of the physical and human processes that shape a region</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use maps to focus on countries, cities and regions in Europe</li> <li>be taught to understand a region of another European country</li> </ul> <p><u>Core knowledge that children must learn</u></p> <ul style="list-style-type: none"> <li>know information about the European Alpine region, its physical environment, climate, and economic activity</li> <li>explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>understand how human activity is influenced by climate and weather.</li> <li>understand how a mountain region is formed.</li> </ul> <p>understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p><b><u>UKS2 Summer 2 Journeys Trade</u></b>  <b><u>Overarching National Curriculum Focus</u></b>  <u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><u>Core knowledge that children must learn:</u></p> <ul style="list-style-type: none"> <li>to describe the climate of a region and how plants and animals are adapted to it.</li> <li>to understand how food production is influenced by climate and know the journey of how at least one product get to their home in detail.</li> <li>to understand that products we use are imported as well as locally produced.</li> <li>understand what ‘fair trade’ means</li> <li>explain where in the world several different fruits, foods and clothes originate and to understand where our energy and natural resources come from.</li> </ul> <p>To use enquiry and fieldwork skills to investigate products that are available locally.</p>