

Curriculum Plan for Geography Years 1 – 6 and Links to National Curriculum



Year Group	Autumn 1	Spring 1	Summer 1
1	<p>What is the geography of where I live?</p> <p>#1a</p>	<p>How does the weather affect our lives?</p> <p>#1b</p>	<p>Why do we love being beside the seaside so much?</p> <p>#1c</p>
2	<p>How does Kampong Ayer compare with where I live?</p> <p>#2a</p>	<p>Why does it matter where our food comes from?</p> <p>#2b</p>	<p>Why don't penguins need to fly?</p> <p>#2c</p>
3	<p>How and why is my local environment changing?</p> <p>#3a</p>	<p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>#3b</p>	<p>Why do so many people live in megacities?</p> <p>#3c</p>
4	<p>Why are jungles so wet and deserts so dry?</p> <p>#4a</p>	<p>Why do some earthquakes cause more damage than others?</p> <p>#4b</p>	<p>How can we live more sustainably?</p> <p>#4c</p>
5	<p>How do volcanoes affect the lives of people living on Hiemaey?</p> <p>#5a</p>	<p>What is a river?</p> <p>#5b</p>	<p>Why are mountains so important?</p> <p>#5c</p>
6	<p>Who are Britain's National Parks for?</p> <p>#6a</p>	<p>How is climate change affecting the world?</p> <p>#6b</p>	<p>Why is fair trade fair?</p> <p>#6c</p>

National Curriculum Key Stage 1 Overview:

Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>YEAR 1</p> <p>What is the geography of where I live? (local study)</p> <p>#1a</p>	<p><i>What is geography all about?</i></p> <p><i>Whereabouts in the United Kingdom do I live?</i></p> <p><i>What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area?</i></p> <p><i>What are the main land uses within my local area?</i></p> <p><i>How can we introduce people to the physical and human geography of our local area?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Small area of the United Kingdom (locality)</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

<p>YEAR 1</p> <p>Why do we love being beside the seaside so much?</p> <p>#1c</p>	<p><i>How is the seaside different from other places?</i></p> <p><i>How do people enjoy themselves at the seaside?</i></p> <p><i>What else did Sally find living in the rock pools at Wembury?</i></p> <p><i>How do people affect the beach at Wembury?</i></p> <p><i>Whereabouts in the world is Wembury?</i></p> <p><i>How have our seaside holidays changed since the 1970s?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>YEAR 1</p> <p>How does the weather affect our lives?</p> <p>#1b</p>	<p><i>What is the weather?</i></p> <p><i>How do great artists paint the weather?</i></p> <p><i>How does the weather change through the four seasons of the year?</i></p> <p><i>Why isn't the weather the same everywhere in the world?</i></p> <p><i>How can Antarctica be a desert when it's the coldest place on earth?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

	<i>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</i>	Satellite, aerial and terrestrial photographs and plans Fieldwork	
YEAR 2 Why don't penguins need to fly? #2c	<i>Where is Pip's home and what do we find there?</i> <i>How are penguins able to survive in Antarctica?</i> <i>How does Antarctica compare with the Sahara Desert?</i> <i>How is the Arctic different from the Antarctic?</i> <i>Why are there no Polar Bears in Antarctica?</i> <i>Why do Marco and Polo find visiting each other so difficult?</i> <i>So why don't penguins need to fly?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
YEAR 2 Why does it matter where our food comes from? #2b	<i>Where do dairy products come from?</i> <i>Why are there so many dairy farms in Devon?</i> <i>How does Quicke's Dairy Farm in Devon make cheese?</i> <i>How does our list of favourite fruit and vegetables compare with the favourites of other people?</i>	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing

	<p><i>Why is it important to know all about sugar?</i></p> <p><i>Why do John and Rob have so many happy customers at their shops?</i></p>	<p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Categorising</p> <p>Reasoning and interpreting</p>
<p>YEAR 2</p> <p>How does Kampong Ayer compare with where I live?</p> <p>(small area in a contrasting non-European country)</p> <p>#2a</p>	<p><i>How does the location of Kampong Ayer compare with where I live?</i></p> <p><i>How do people's homes at Kampong Ayer compare with mine?</i></p> <p><i>How does the weather at Kampong Ayer compare with the weather where I live?</i></p> <p><i>How do people in Kampong Ayer travel around compared with how people travel around where I live?</i></p> <p><i>How does going to school in Kampong Ayer compare with my school?</i></p> <p><i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p><i>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</i></p>	<p>Continents and Oceans</p> <p>Lines of Latitude and Longitude</p> <p>Equator</p> <p>North and South Poles</p> <p>United Kingdom</p> <p>Weather</p> <p>Seasons</p> <p>Hot and cold areas</p> <p>Physical and human geographical features</p> <p>Basic subject vocabulary</p> <p>World maps</p> <p>Atlases and globes</p> <p>Compass directions</p> <p>Satellite, aerial and terrestrial photographs and plans</p> <p>Fieldwork</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

National Curriculum Key Stage 2 Years 3 & 4 Overview

Key Question	Ancillary Questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>TAUGHT IN YEAR 4</p> <p>Why do some earthquakes cause more damage than others?</p> <p>#4b</p>	<p><i>Why won't Paula and Richard forget 22 February 2011?</i></p> <p><i>How has New Zealand been affected by earthquakes in the past?</i></p> <p><i>Why does New Zealand have so many earthquakes?</i></p> <p><i>Why don't the largest earthquakes always cause the most death and destruction?</i></p> <p><i>Why do most volcanoes happen in the same places as earthquakes?</i></p>	<p>South America</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>World maps, atlases and globes</p> <p>GIS</p> <p>Plans – map symbols and key</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>YEAR 3</p> <p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>(region within North or South America) #3b</p>	<p><i>Why is the Magic Kingdom the most popular theme park in the world?</i></p> <p><i>Where is the Magic Kingdom?</i></p> <p><i>Why did the great Maya civilisation of Central America come to an end?</i></p> <p><i>Why do tourists come to the Magic Kingdom from some countries and not others?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>Florida</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p>

	<p><i>Why is the Kennedy Space Centre in Florida?</i></p> <p><i>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</i></p> <p><i>How and why is the climate of the Sunshine State different from where I live?</i></p> <p><i>How do Floridians cope with hurricanes?</i></p>	<p>Climate zones</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>Political and physical atlas maps</p> <p>Thematic atlas maps</p> <p>GIS</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>YEAR 3</p> <p>Why do so many people live in megacities?</p> <p>#3c</p>	<p><i>What are megacities and where are they located?</i></p> <p><i>Why did Baghdad become the first city in the world with one million people?</i></p> <p><i>Why is Milton Keynes the United Kingdom's fastest-growing city?</i></p> <p><i>Why is Brasilia the fastest-growing city in Brazil?</i></p> <p><i>How do the advantages of living in cities compare with the disadvantages?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>Political and physical atlas maps</p> <p>Thematic atlas maps</p> <p>GIS</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>YEAR 3</p>	<p><i>Why do places change?</i></p> <p><i>How has my local area changed in the past?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p>

<p>How and why is my local environment changing?</p> <p>(locality study) #3a</p>	<p><i>How did my local area change as a result of World War I?</i></p> <p><i>How and why does the quality of the environment change in my local area?</i></p> <p><i>How do NASA satellite images inform us of environmental change on a global scale?</i></p>	<p>Settlement and land use</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>1:50 000 OS maps</p> <p>Key, symbols and scale</p> <p>Four Figure Grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>YEAR 4</p> <p>How can we live more sustainably?</p> <p>#4c</p>	<p><i>What does being sustainable actually mean?</i></p> <p><i>How can we help to make our school more sustainable?</i></p> <p><i>Why are we seeing more wind and solar farms in the countryside?</i></p> <p><i>How is sustainable development helping the lapwing out of the red?</i></p> <p><i>How are solar cookers helping Sunita and her family to live more sustainably?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Natural resources</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

<p>YEAR 4</p> <p>Why are jungles so wet and deserts so dry</p> <p>#4a</p>	<p><i>Why is climate different across the United Kingdom?</i></p> <p><i>What are the world's climates?</i></p> <p><i>How do climate graphs help geographers compare the climate of one place with another?</i></p> <p><i>How does the climate affect the plants and animals living in a place?</i></p> <p><i>Why is the jungle of the Amazon Rainforest so wet and humid?</i></p> <p><i>Why is Arica the driest inhabited place on Earth?</i></p>	<p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Climate zones</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>Thematic atlas maps</p> <p>Appropriate and specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
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National Curriculum Key Stage 2 Years 5 & 6 Overview

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>YEAR 5</p> <p>How do volcanoes affect the lives of people living on Hiemaey?</p> <p>(a region in a European country) #5a</p>	<p><i>Where does Saethor take his dog Tiry for a walk every day?</i></p> <p><i>Where do Saethor and Tiry live?</i></p> <p><i>How do geographers</i></p>	<p>Europe including Russia</p> <p>Climate zones</p> <p>Volcanoes and earthquakes</p> <p>Settlement and land use</p> <p>Economic activity and trade</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p>

	<p><i>describe the Westman Islands?</i></p> <p><i>How does the physical and human geography of Hiemaey compare with the area in which I live?</i></p> <p><i>Why are there so few trees on Hiemaey?</i></p> <p><i>Why are there volcanoes on Hiemaey?</i></p> <p><i>How were the people of Hiemaey affected when Eldfell erupted?</i></p> <p><i>Why do the people of Hiemaey go on living next to an active volcano?</i></p>	<p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Specialised subject vocabulary</p>	<p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>YEAR 5</p> <p>What is a river?</p> <p>(a region of the United Kingdom)</p> <p>#5b</p>	<p><i>How does the course of the River Axe change from source to mouth?</i></p> <p><i>How does the course of my local river change from source to mouth?</i></p> <p><i>Why are river estuaries such important places for wildlife?</i></p> <p><i>Why are rivers such an important part of the water cycle?</i></p>	<p>Europe including Russia</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Rivers</p> <p>Water cycle</p> <p>Natural resources</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p>

	<p><i>How has the Isle of Dogs changed since the reign of Henry VIII?</i></p> <p><i>How did Bedrich use music to describe the course of his beloved national river?</i></p>	<p>1:50 000 OS maps – scale, symbols, key Four and Six Figure grid references Fieldwork – observe, measure, record, present and interpret Specialised subject vocabulary</p>	<p>Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>YEAR 5</p> <p>Why are mountains so important?</p> <p>#5c</p>	<p><i>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</i></p> <p><i>How were the world’s greatest mountain ranges formed?</i></p> <p><i>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</i></p> <p><i>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</i></p> <p><i>How are the Cambrian Mountains different from the Himalaya Mountains?</i></p> <p><i>Why is the climate at Tynohir such a challenge for Roy?</i></p>	<p>Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Atlases, globes and world maps Mountains Natural resources 1:50 000 OS maps – scale, symbols, key Four and Six Figure grid references Specialised subject vocabulary</p>	<p>Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating</p>

	<p><i>Why do tourists visit the Cambrian Mountains?</i></p> <p><i>How else is the precious resource of water used in the Cambrian Mountains?</i></p>		<p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>YEAR 6</p> <p>How is climate change affecting the world? (a region of the United Kingdom)</p> <p>#6b</p>	<p><i>Why is Elhaji cleaning shoes on the streets of Banjul?</i></p> <p><i>Why can't Olivia afford to insure her home?</i></p> <p><i>Why are people living in Starcross making flood plans?</i></p> <p><i>Why do Lars and Sofie disagree about how nice the weather is?</i></p> <p><i>Why are people all over the world noticing that the weather their used to is changing?</i></p> <p><i>What have the countries of the world agreed to do about global warming?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Climate zones</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Types of settlement and land use</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>YEAR 6</p> <p>Why is fair trade fair?</p> <p>#6c</p>	<p><i>Why was this road so important two thousand years ago?</i></p>	<p>Europe including Russia</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p>

	<p><i>Why does Marco Polo visit the United Kingdom every eleven weeks?</i></p> <p><i>What does the United Kingdom export to the people of China?</i></p> <p><i>Why isn't trade always fair on some people such as Melvin?</i></p> <p><i>Why is fair trade fair?</i></p>	<p>Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps GIS Climate zones Economic activity and trade Natural resources 1:50 000 OS maps – scale, symbols, key Four and Six Figure grid references Fieldwork – observe, measure, record, present and interpret Specialised subject vocabulary</p>	<p>Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>YEAR 6</p> <p>Who are Britain's National Parks for?</p> <p>**TAUGHT IN THE SAME HALF TERM AS OUR RESIDENTIAL TO THE LAKE DISTRICT**</p> <p>(a region of the United Kingdom) #6a</p>	<p><i>Why are National Parks described as Britain's 'breathing spaces'?</i></p> <p><i>What else makes National Parks so important?</i></p> <p><i>Why do National Parks welcome visitors?</i></p> <p><i>Why is protected land so important in South West England?</i></p> <p><i>Why are so many people attracted to The Valley of Rocks?</i></p>	<p>North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps Mountains Types of settlement and land use Economic activity and trade Natural resources 1:50 000 and 1: 25 000 OS maps – scale, symbols, key</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising</p>

	<p><i>Why is Merrivale such an important prehistoric site?</i></p> <p><i>Why are farmers so important in our National Parks?</i></p>	<p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
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Key:

Green – Knowledge

Blue – skill

Black – language