

EYFS: Geography Links

EYFS	Communication and Language	Personal, Social and Emotional Development	Understanding the World
Autumn	To understand how to listen carefully to stories	To begin to express their feelings and consider the perspectives of others.	To learn about people who help us.
Winter	To use sentences including 4-6 words about a subject.		To learn about the seasons and how they change. To make maps of our local area.
Harvest	Ask questions to find out more and to check		To find out about place that are special to us.
Growing	understand what has been said to them.		To find out how we can grow our own food.
Hot Places			
Rockpools			

Ripley Endowed Primary School

A local Study: our local area (Cycle A)

	<u>Vocabulary</u>	<u>Substantive Knowledge</u>	<u>Disciplinary knowledge</u>		
			Location Knowledge/ Place Knowledge	Human/ Physical Geography	Geographical Skills and Fieldwork
Year 1	School, Where?, Local Area, Classroom, Teacher, Children, Table, Chairs, Carpet, Whiteboard	<ul style="list-style-type: none"> -To develop knowledge of the location of significant places around school -Use simple fieldwork skills in order to study the immediate surroundings of the classroom and the school. 	<ul style="list-style-type: none"> -Understand where the classroom is in terms of the school building -Understand where the school is, in relation to your house and major local landmarks. 	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use world maps, atlases and globes to identify the United Kingdom and its countries.
Year 2	School, Where?, Local Area, Classroom, Teacher, Children, Table, Chairs, Carpet, Whiteboard, Hall, Corridor, Playground, Entrance, Cloakroom.	<ul style="list-style-type: none"> -To know understand the sense of place in relation to home and school. -To know how you get to school using routes and a simple map. -To know how to follow and give directional language. 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area (the school) 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage -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.

Ripley Endowed Primary School

Drawing Maps: Direction (Cycle A)

Drawing Maps: Direction (Cycle A)	Year 1	School, Home, Local Area, Map, Directions	<ul style="list-style-type: none"> -To know Different types of maps and explain some key features of maps -To know how to draw a simple sketch map of the school and local area -To know the four points on a compass and use these to give directions. 	<ul style="list-style-type: none"> -Understand where the classroom is in terms of the school building -Understand where the school is, in relation to your house and major local landmarks. 	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Relevant to maps?	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use world maps, atlases and globes to identify the United Kingdom and its countries.
	Year 2	School, Home, Local Area, Map, Directions, Compass, Atlas, Town, City.	<ul style="list-style-type: none"> -To know how to a simple route around the local area using key vocabulary. - To know how to use an atlas to locate the four countries of the UK 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area (the local area) 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage -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.

Ripley Endowed Primary School

The Seaside/ Recycling (Cycle A)

Year 1	Seaside, Beach, Sea, Pier, Shops, People, Sunshine, Sandcastle, Beach hut, Rock Pools	<ul style="list-style-type: none"> -To know key words used to describe different places, including local seaside locations -To locate the nearest seaside resort using a map and the map skills learnt in the previous unit. Classify key features into 'natural' and 'man-made' -To know how seaside resorts have changed over time, considering the seaside holidays of the past. 	<ul style="list-style-type: none"> -Understand where the seaside compared to our home/ school. -Understand where the seaside is on a map of the UK. 	Identify seasonal and daily weather patterns of seaside resorts in the United Kingdom, and the location of hot and cold areas in other seaside locations in the world.	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features at the seaside.
Year 2	Seaside, Beach, Sea, Pier, Shops, People, Sunshine, Sandcastle, Beach hut, Rock Pools, Boats, Seagulls, Fossils, Cliffs, Lighthouse.	<ul style="list-style-type: none"> -To describe the features of a local seaside resort (Scarborough/ Whitby) -Visit a seaside resort and carry out fieldwork to observe and study the difference between the seaside and our local area. 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area (the local area) 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features at the seaside; devise a simple map of the seaside; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of the seaside and the key human and physical features of its surrounding environment.

Ripley Endowed Primary School

The Four Seasons (Cycle B)

	<p>Year 1</p> <p>Summer, Winter, Autumn, Spring, Rain, Snow, Sleet, Fog, Sun, Hot Warm, Cold</p>	<p>-To know the four seasons</p> <p>-To know the different types of weather (sunshine, rain, snow, wind).</p> <p>-Make observations about the weather.</p> <p>-To know how to collect and record simple data about the weather in our local area.</p>	<p>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>-Identify seasonal and daily weather patterns of seaside resorts in the United Kingdom, and the location of hot and cold areas in other seaside locations in the world.</p>	<p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right].</p> <p>Relevant for Seasons?</p>
	<p>Year 2</p> <p>Summer, Winter, Autumn, Spring, Rain, Snow, Sleet, Hail, Fog, Sun, Hot Warm, Cold, Daytime, Seasonal Changes</p>	<p>-To know about changes across the seasons in the UK.</p> <p>-To know how and why the length of the day changes with the seasons.</p>	<p>-Understand differences through studying the human and physical geography of the different seasons across the world.</p> <p>-Understand how some areas of the world do not have seasons as we do in the UK and Europe.</p>	<p>-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.</p> <p>-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>-Analyse how the seasons are different in these places.</p>	<p>-Use world maps, atlases and globes to identify the countries, continents and how they have different seasons.</p> <p>-Use aerial photographs and plan perspectives to recognise the different seasons.</p> <p>-Use simple fieldwork and observational skills to study the different seasons in the UK.</p>

Ripley Endowed Primary School

Hot and Cold Places (Cycle B)

<p>Year 1</p>	<p>Hot, Cold, Warm, temperate, Tropical.</p>	<p>-To know the locations of different hot and cold places in the world - Use world maps to practise the above. -To know the location of hot and cold places in relation to the</p>	<p>- Identify seasonal and daily weather patterns in the different climate zones and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>-Identify seasonal and daily weather patterns of seaside resorts in the United Kingdom, and the location of hot and cold areas in other seaside locations in the world.</p>	<p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]. Relevant for Seasons?</p>
<p>Year 2</p>	<p>Hot, Cold, Warm, temperate, Tropical, North Pole, South Pole, Equator, Rainforest, Arctic, Antarctic.</p>	<p>equator and North and South Pole. -To know of the four climate Zones of the world and identify which climate zone Europe and the UK is in. -To know some major countries and cities in each climate zone.</p>	<p>-Understand differences through studying the human and physical geography of the different climate zones across the world. -Understand how some areas of the world have extreme climates when compared to the UK and Europe.</p>	<p>-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. -Analyse how the seasons are different in the different climate zones.</p>	<p>-Use world maps, atlases and globes to identify the countries in different climate zones. -Use aerial photographs and plan perspectives to analyse the different climate zones.</p>

Ripley Endowed Primary School

A local Study- Harrogate (Cycle B)

Year 1	Local, Near, Far, Houses, Flats, Shops, Woods, Trees, School	<ul style="list-style-type: none"> -To know about the locality outside of school -To know and understand the significance of landmarks and physical features around the school environment from a previous unit. -To describe features in local area in Geographical terms. 	<ul style="list-style-type: none"> -Understand where our school/ home is in terms of the local area -Understand where we live in a regional and national context. 	Identify seasonal and daily weather patterns in the Harrogate/ North Yorkshire.	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use world maps, atlases and globes to identify the United Kingdom and its countries.
Year 2	Local, Near, Far, Houses, Flats, Shops, Woods, Trees, School	<ul style="list-style-type: none"> -To know how to use maps to gather information about the local area. -To use aerial photos to identify these physical and human features. - To know and use basic map symbols. -To know how to use a compass symbols and locational and directional language. -To know how Harrogate compares to other parts of the country (London?) 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area (Harrogate). 	<ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to: key physical features of the local area, 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. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the local area of Harrogate. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the local area; 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 local area and the key human and physical features of the surrounding environment.

Ripley Endowed Primary School

London (Cycle A: LKS2)

Year 3	London, Capital, City, Urban, Populated, Westminster, Landmarks.	<ul style="list-style-type: none"> -To know the Geographical similarities and differences between London and the local area (Harrogate) -To know where London is on a map of the UK and that it is the capital of the UK -To know how a difference in population leads to a difference in the infrastructure of a place (travel, facilities etc) -To know how London compares to other cities in the UK, in terms of human Geography. 	Understand geographical similarities and differences through studying the human and physical geography of London to our local area.	Describe and understand the 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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	London, Capital, City, Urban, Populated, Westminster, Landmarks.	<ul style="list-style-type: none"> -To know how London has grown to meet the needs of its population. -To know about the major landmarks of London and their cultural importance. 	Name and locate London on a map of the UK. Identify its human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time.		

Ripley Endowed Primary School

A Local Study: Skipton (Cycle A: LKS2)

	Year 3	Skipton, Urban, Rural, Local, Population	<ul style="list-style-type: none"> -To know how to locate our local area on a world map, before identifying this on a UK map. -To know about the physical and human features of the area. -To know the different types of services in the local area (for instance there is a lot of agriculture with it being a rural area). 	Understand geographical similarities and differences through studying the human and physical geography of Skipton to our capital, London (previously studied).	Describe and understand the 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	Use maps, atlases, globes and digital/computer mapping to locate Skipton and describe features studied.
	Year 4	Skipton, Urban, Rural, Local, Population	<ul style="list-style-type: none"> -To know how to collect and record evidence about Skipton (population, location, services) and draw conclusion about what this tells them about the area. -To know how Skipton compares to other parts of the country (Leeds/ London?) 	Name and locate Skipton on a map of the UK. Identify its human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time.		

Ripley Endowed Primary School

**Volcanoes and Earthquakes
(Cycle A: LKS2)**

<p>Year 3</p>	<p>Earthquake, Aftershock, Epicentre, Faultline, Volcano, Eruption, Active, Dormant, Extinct, Lava</p>	<p>-To know the structure of a volcano -To know that volcanoes can be active, dormant or extinct -To know that the Earth's crust is split into tectonic plates and this leads to the formation of volcanoes and causes earthquakes. -To know and analyse why people still live near volcanoes, considering the human and physical geography.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of areas with volcanoes and earthquakes.</p>	<p>Describe and understand the 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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate earthquakes and volcanoes and describe features studied.</p>
<p>Year 4</p>	<p>Earthquake, Aftershock, Epicentre, Faultline, Volcano, Eruption, Active, Dormant, Extinct, Lava</p>	<p>-To know what causes an earthquake -To know the features of an earthquake and consider why people live where earthquakes occur.</p>	<p>Name and locate major volcanoes and earthquake locations on a map of the world. Identify its physical characteristics; and understand how some of these aspects have changed over time.</p>		

Ripley Endowed Primary School

Weather and Climate (Cycle B: LKS2)

<p>Year 3</p>	<p>Climate, Weather, Equator, North Pole, South Pole, Flood, Drought, Rainfall, Wind, Tropical Climate, Temperate Climate.</p>	<p>-To know the differences between seasonal and daily weather patterns in the context of the UK. -To observe and describe daily weather patterns -To know the way in which the seasonal weather in equatorial and polar regions differ from the weather in the United Kingdom.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of areas with differing climates</p>	<p>Describe and understand the key aspects of human geography of different climate Zones, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate different climate zones and weather systems and describe features studied.</p>
	<p>Year 4</p>	<p>Climate, Weather, Equator, North Pole, South Pole, Flood, Drought, Rainfall, Precipitation, Wind, Tropical Climate, Temperate Climate, Weather Forecast, Atmosphere, High Pressure, Low Pressure,</p>	<p>-To know about the Earth's climate and the difference between weather and climate. Identify the location of hot and cold areas of the world in relation to the Equator and North and South Pole. To know how weather and climate affects human activities.</p>		

Ripley Endowed Primary School

Study of a European Country-Italy (Cycle B: LKS2)

Study of a European Country-Italy (Cycle B: LKS2)	Year 3	Italy, Europe, Rome, Mediterranean, Euro, Population, Climate, Food Vatican City, Colosseum.	<ul style="list-style-type: none"> -To know where Italy is in the world. -To know the geographical similarities and differences through the study of human and physical geography of another place (Brazil) and Italy. -To know the capital and Major cities of Italy. -To know where Italy lies within Europe, concentrating on its key physical and human geographical features. 	Understand geographical similarities and differences through studying the human and physical geography of Italy and Europe.	Describe and understand the key aspects of human geography of Italy, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use maps, atlases, globes and digital/computer mapping to locate different locations in Italy and weather systems and describe features studied.
	Year 4	Italy, Europe, Rome, Mediterranean, Euro, Population, Climate, Food Vatican City, Colosseum, Urban, Rural, Pompeii, Venice, Sicily, Sardinia.	<ul style="list-style-type: none"> -To know how volcanoes erupt and the human and physical impact this had on Pompeii. (link to volcanoes unit of work). -To know about Italy's different weather, habitat and wildlife. -To know that Italy has a temperate climate (link to weather unit of work). -To know about the culture of Italy, including food and the arts. 	Name and locate the major regions and cities of Italy. Identify their physical characteristics; and understand how some of these aspects have changed over time.		

Ripley Endowed Primary School

Sustainability: Sow Grow, Farm (Cycle B: LKS2)

<p>Year 3</p>	<p>Farming, Sustainability, Agriculture, Food, Population.</p>	<p>-To know about the changes that have taken place in farming in the UK. -To know about the origins of some of the foods we eat. -To know the reasons why farming has changed over the last 70 years.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of different places of agriculture.</p>	<p>Describe and understand the key aspects of human geography on farming, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate different locations of agriculture.</p>
<p>Year 4</p>	<p>Farming, Sustainability, Agriculture, Food, Population, Compare, Similarities, Differences, Natural Resources, Distributed.</p>	<p>-To know about the similarities and differences between a farm in the early 1900s and a modern farm. -To understand how a growth in population has contributed to farming changes.</p>	<p>Name and locate areas of agriculture. Identify their physical characteristics; and understand how some of these aspects have changed over time.</p>		

Ripley Endowed Primary School

Study of a South American Country - Brazil
(Cycle A: UKS2)

<p>Year 5</p>	<p>Brazil, South America, Continent, Population, Currency, Portuguese, Climate, Amazon Rainforest, Amazon River, Brasilia, Rio de Janeiro, Manaus, Ecosystems, Christ the Redeemer, Favela, Urban, Rural. Poverty, Inequality, Agriculture.</p>	<p>-To know where Brazil is in the world. -To know the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Yorkshire- refer to local studies) and Brazil. -To know the capital and Major cities of Brazil</p>	<p>Locate different regions and cities of Brazil using maps, concentrating on its key environmental region, the Amazon, and key physical and human characteristics.</p>	<p>Describe and understand the key aspects of human geography of Brazil, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>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 different human and physical characteristics of Brazil.</p>
<p>Year 6</p>	<p>Brazil, South America, Continent, Population, Currency, Portuguese, Climate, Amazon Rainforest, Amazon River, Brasilia, Rio de Janeiro, Manaus, Ecosystems, Christ the Redeemer, Favela, Urban, Rural. Poverty, Inequality, Agriculture.</p>	<p>To know where Brazil lies within South America, concentrating on its key physical and human geographical features. -To know about Brazil's different ecosystems and how these have different weather, habitat and wildlife. -To know about Brazil's weather and climate, building on knowledge of ecosystems in Brazil.</p>	<p>Locate different regions and cities of Brazil using maps, concentrating on its key environmental region, the Amazon, and key physical and human characteristics.</p>		

Ripley Endowed Primary School

Plastic Pollution (Cycle A: UKS2)

Plastic Pollution (Cycle A: UKS2)	Year 5	Plastic, Paper, Metal, Glass, Cardboard, Recycle, Renewable, Biodegradable, Environment, Wildlife, Harmful, Conserve, Compostable, Restore, Sustainable, Pollution, Contaminate, Infect, Deteriorate.	<p>-To know that environments can change and that this can sometimes pose dangers to living things (Link to Science: Living things and their habitats).</p> <p>-To know how human and physical geographical processes interact to influence and change environments and the climate.</p>	Understand how human behaviour can impact the physical geography of the world, particularly the oceans and landfill Investigate what is being done by different people to remedy this throughout the world and how human behaviour has changed over time.	Describe and understand the key changes to different environments across the world. Analyse how natural resources are diminishing and what this means for us. Link this to trade and businesses and the global economy, Study why we still use materials harmful to the environment.	Use grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of different areas of environmental damage across the world.
	Year 6	Plastic, Paper, Metal, Glass, Cardboard, Recycle, Renewable, Biodegradable, Environment, Wildlife, Harmful, Conserve, Compostable, Restore, Sustainable, Pollution, Contaminate, Infect, Deteriorate.	<p>-To know about the different ways in which we as citizens can contribute to the improvement of the local and global environment. (PSHE link- citizenship)</p> <p>-To know that plastic is single use and if incorrectly disposed of can cause significant harm to the environment.</p> <p>-To know why we use so much plastic and what the potential alternatives are in order to improve the environment.</p> <p>-To know what is being done by global leaders and what activists are specifically campaigning for.</p>	Understand how human behaviour can impact the physical geography of the world, particularly the oceans and landfill Investigate what is being done by different people to remedy this throughout the world and how human behaviour has changed over time.		

Ripley Endowed Primary School

Egypt- Settlements and Economic Activity: The River Nile (Cycle A: UKS2)

<p>Year 5</p>	<p>Egypt, River Nile, Africa, Mediterranean, Economy, Flooding, Aswan High Dam, Similarities, Differences, People, Population, Uses, Nile Delta, Urban Rural.</p>	<p>-To know the economic and cultural importance of the River Nile in Egypt. -To know the journey of the Nile through Egypt, learning about some of the main geographical features along the length of the river. -To know about the positive and negative effects of the Aswan High Dam on the River Nile, considering the impact of less flooding on the economy.</p>	<p>Locate different features along the Nile using maps, and key physical and human characteristics.</p>	<p>Describe and understand the key aspects of human geography of the Nile and Egypt, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>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 different human and physical characteristics of the Nile and Egypt.</p>
<p>Year 6</p>	<p>Egypt, River Nile, Africa, Mediterranean, Economy, Flooding, Aswan High Dam, Similarities, Differences, People, Population, Uses, Nile Delta, Urban Rural, Silt, Topography.</p>	<p>-To know about the physical and human geography of the Nile Delta, considering what life is like for people living here. -To know about the varied uses for the River Nile and how these have changed over time, from ancient times to present day.</p>	<p>Locate different features along the Nile using maps, and key physical and human characteristics.</p>		

Ripley Endowed Primary School

A Local Study- Knaresborough (Cycle B: UKS2)

A Local Study- Knaresborough (Cycle B: UKS2)	Year 5	<p>Knaresborough, Urban, Rural, Local, Regional, National, International, Population, Similarities, Differences, Economy, Tourism, Attractions.</p>	<ul style="list-style-type: none"> - To know how to locate our local area on a world map, before identifying this on a UK map. -To know about the physical and human features of the area. -To know the different types of services in the local area (for instance there is a lot of agriculture with it being a rural area). -To know how to collect and record evidence about Knaresborough (population, location, services) and draw conclusion about what this tells them about the area. 	<p>Locate Knaresborough, using maps, concentrating on its environmental region, key physical and human characteristics,</p>	<p>Describe and understand the 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</p>	<p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Knaresborough, in context of the United Kingdom and the wider world.</p>
	Year 6	<p>Knaresborough, Urban, Rural, Local, Regional, National, International, Population, Similarities, Differences, Economy, Tourism, Attractions.</p>	<ul style="list-style-type: none"> -To know how Knaresborough compares to other parts of the country/ world (Leeds/ London/ Brazil/ Italy?) 	<p>Locate Knaresborough, using maps, concentrating on its environmental region, key physical and human characteristics.</p>		

Ripley Endowed Primary School

Ripley Endowed Primary School

Frozen kingdoms (Cycle B: UKS2)

<p>Year 5</p>	<p>Polar, Arctic, Antarctic, Expeditions, Features, Similarities, Differences, Tundra, Polar Bears, Penguins, Wildlife, Environment, climate, Climate Change, Inhospitable, Polar Ice Caps.</p>	<p>-To know about the polar regions and what makes them so inhospitable. -To know about the wildlife in the polar regions and learn how they survive in such an inhospitable environment. -To know about the explorers who have sought to reach the North/ South Poles and the challenges they have faced.</p>	<p>Locate the polar regions using an atlas, concentrating on its environmental region, key physical and human characteristics.</p>	<p>Describe and understand the key aspects of: human geography in the polar regions, including: any types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the polar regions in a global context.</p>
<p>Year 6</p>	<p>Polar, Arctic, Antarctic, Expeditions, Features, Similarities, Differences, Tundra, Polar Bears, Penguins, Wildlife, Environment, climate, Climate Change, Inhospitable, Polar Ice Caps.</p>	<p>-To know about the climate of the polar regions and why it differs to a temperate climate. -To know that the location of the polar regions contributes to its climate. -Understand the effects of climate change on the polar regions, exploring the global repercussions of the polar ice caps melting. -To know about the topographical features of the polar regions. To effectively compare the Arctic and Antarctic regions, identifying similarities and differences.</p>	<p>Locate the polar regions on a map or in an atlas, concentrating on its environmental region, key physical and human characteristics.</p>		