

EYFS

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Autumn, Spring and Summer Term</p>	<p>To know that geographers use observational skills to see how things change over time (seasons)</p> <p>To know that we all have an address which helps us locate where we live.</p> <p>To understand that geographers use maps to locate places.</p> <p>To understand that geographers study different countries and find similarities and differences.</p>	<p><u>Locational knowledge</u> To talk about living in Epsom, Epsom is in England, England is on Earth, Earth is in Space To recall their own door number and road name.</p> <p><u>Place knowledge</u> To use vocabulary linked to hot and cold climates using the story ‘The Little Red and Very Hungry Lion’. To gain an understanding of different cultures through reading traditional fairy tales set in different countries. To explore stories involving different cultures. To explore different cultures through role play. To design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. To make simple comparisons about their environment and one which is very different.</p> <p><u>Human and physical processes</u> Make observations about the seasons Children will explore which things are natural and manmade (built). Built things- photos of the children pointing to the built things or taking a photo of the built things. Natural- Children to create a sticky strip of natural things that they have collected. Children to create a sticky strip of natural things that they have collected Make comparisons between the Autumn collected items and the summer collected items.</p>	<p>town village road path house flat temple synagogue busy quiet pollution</p> <hr/> <p><u>Substantive concepts</u> place, scale, physical and human processes,</p>	<ul style="list-style-type: none"> • To talk about living in Epsom, Epsom is in England, England is on Earth, Earth is in Space • To understand that geographers use maps to locate places. • To know that we all have an address which helps us locate where we live. • To recall their own door number and road name. • Look at simple maps- looking more at local area • Atlases are used as part of curiosity corner. To use vocabulary linked to hot and cold climates using the story ‘The Little Red and Very Hungry Lion’. • To gain an understanding of different cultures through reading traditional fairy tales set in different countries. • To explore stories involving different cultures. • To explore different cultures through role play. • To understand that geographers study different countries and find similarities and differences. • Make observations about the seasons • To know that geographer use observational skills to see how things change over time (seasons) • I notice and give my opinions on changes which may happen in the environment around me. • Make comparisons between the Autumn collected items and the summer collected items. • Children to create a sticky strip of natural things that they have collected • Children will explore which things are natural and manmade (built). • Built things- photos of the children pointing to the built things or taking a photo of the built things.

		<p>Rivers and mountains vocabulary is used in traditional tales To understand how littering affects the environment and how it makes me feel.</p> <p>To recognise and can name features of the environment around me e.g. park, trees, pond, path etc</p> <p><u>Geographical skills</u></p> <p>Discussion about which methods of transport are better for our environment. Tally chart of how the children come to school. I recognise key features on simple maps e.g. map of the school</p> <p>Look at simple maps- looking more at local area Atlases are used as part of curiosity corner. Language used for giving directions eg. Forwards and backwards, next to.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. I notice and give my opinions on changes which may happen in the environment around me.</p> <p>I notice and discuss patterns in the world around me.</p> <p>Road safety links in road furniture</p>	<ul style="list-style-type: none"> • Natural- Children to create a sticky strip of natural things that they have collected. • To design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. Discussion about which methods of transport are better for our environment. Tally chart of how the children come to school. • Road safety links in road furniture • To recognise and can name features of the environment around me e.g. park, trees, pond, path etc • I recognise key features on simple maps e.g. map of the school • Rivers and mountains vocabulary is used in traditional tales • To understand how littering affects the environment and how it makes me feel. • To make simple comparisons about their environment and one which is very different. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Language used for giving directions eg. Forwards and backwards, next to. • I notice and discuss patterns in the world around me.
	<p>Enquiry and fieldwork: Trip to the small park (by school) to see what you can find in each season.</p> <p>Trip to the local farm – use and follow a map at the farm to find the place they want to go.</p>		

Year 1

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Autumn Term- Where Do I live?</p>	<p>To know that geographers use maps to locate places.</p> <p>To know that geographers use aerial photographs to locate the features of an area.</p> <p>To know that geographers use observations to collect data from the area around them.</p>	<p><u>Locational knowledge</u></p> <p>-To find the United Kingdom on a world map/ globe.</p> <p>-To identify the UK on map and can name the countries it is made up of.</p> <p>-To name four countries of the UK and identify their characteristics.</p> <p>-To name the capital cities of each country in the UK.</p> <p>- To locate Epsom on a map of the UK.</p> <p><u>Human and physical processes</u></p> <p>-To know what human geography is and can name human features. (farm, house, shop, factory)</p> <p>-To know what physical geography is and can name physical features. (mountain, hill, forest)</p> <p>-To explore and talk about the local area and the school including the human and physical features of its surrounding environment.</p> <p>-To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><u>Geographical skills</u></p> <p>-To use secondary resources (e.g. maps, photos) to respond to simple questions about places and environments</p> <p>-To devise a simple map (e.g. of the playground or classroom) and use and construct basic symbols in a key.</p> <p>-To directions (left, right, forwards, backwards) including distance (number of steps), to find objects located in the classroom and different parts of the school.</p>	<p>Human geography, human features, physical geography, physical features</p> <p>England, Ireland, Scotland, Wales, United Kingdom</p> <p>Left, right, backwards, forwards</p> <p>farm, house, shop, factory, mountain, hill, forest</p> <p><u>Substantive concepts</u></p> <p>Place</p> <p>Space</p> <p>Scale</p> <p>Physical and human processes</p>	<ul style="list-style-type: none"> • Locate the UK on a world map and identify the four countries, which make up the UK. • Locate Epsom on a map of the UK. • To know that geographers use maps to locate places. • Name the capital cities of each country in the UK. • To know what human geography and physical geography are and identify their features (farm, house, shop, factory, mountain, hill, forest) • Fieldwork: To visit the park and local area to spot human and physical features. • Identify human and physical features of the school and the local area. • Look at aerial photographs and recognise human and physical features in the photographs of the local area. • To know that geographers use aerial photographs to locate the features of an area. • Fieldwork: To use aerial photographs to recognise the human and physical features of the local area. • Create a map using PE equipment (physical map as seen on orienteering training staff meeting) to create a map of the school or playground. Children draw the map into books and use a key to label the features. • Use directions to navigate around the map created with PE equipment or around the classroom. Eg one-step backwards, five steps to the right.

	Enquiry and fieldwork: To visit the park and local area to spot human and physical features. To use aerial photographs to recognise the human and physical features of the local area.			
Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<u>Autumn Term – Weather (Autumn)</u> <i>Small continuous unit throughout all terms</i> (1/2 lessons per term)	To know that geographers use geographical data to analyse weather patterns. To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather)	Human and physical processes To be able to name the four seasons and identify which season we are now in. To be able to name different types of weather typical to autumn in the UK. Geographical skills To use simple terms such as total, highest, lowest, wettest, more than and less than to explain geographical data e.g a rainfall graph. To identify seasonal and daily weather patterns in the United Kingdom.	total, highest, lowest, wettest, driest, more than, less than, near, far, left, right. cold, Weather, Spring, Summer, Autumn, Winter, Seasons. United Kingdom	<ul style="list-style-type: none"> To be able to name the four seasons and identify which season we are now in. Fieldwork: Go outside an observe changes in the local areas eg park and the leaves falling off and changes of colours in the local park or Horton Country Park. To be able to name different types of weather typical to autumn in the UK. To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather), environments. To use simple terms such as total, highest, lowest, wettest, more than and less than to explain geographical data e.g a rainfall graph. To know that geographers use geographical data to analyse weather patterns. To identify seasonal and daily weather patterns in the United Kingdom.
	Enquiry and fieldwork: <ul style="list-style-type: none"> Go outside an observe changes in the local areas eg park and the leaves falling off and changes of colours. Horton Country Park 	Substantive concepts Human and physical processes		
<u>Spring Term- Weather – Winter and Spring</u> <i>Small continuous unit throughout all terms</i>	To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather), environments.	Human and physical processes To be able to name the four seasons and identify which season we are now in. To be able to name different types of weather typical to winter and spring in the UK. To name three types of weather disaster that could happen around the world (flooding, drought, and hurricane).	Hot, cold, Weather, Spring, Summer, Autumn, Winter, Seasons, Flooding, Drought, hurricane	<ul style="list-style-type: none"> To be able to name the four seasons and identify which season we are now in. Fieldwork: Go outside an observe changes in the local area eg clothing needed for winter/spring or puddles on the floor or amount of snowfall/rainfall. To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather), environments. To be able to name different types of weather typical to winter and spring in the UK. To name three types of weather disaster that could happen around the world (flooding, drought, and hurricane).
	Enquiry and fieldwork: <ul style="list-style-type: none"> Go outside an observe changes in the local area eg clothing needed for winter/spring or puddles on the floor or amount of snowfall/rainfall. 	Substantive concepts Human and physical processes		

(4 lessons)				
<u>Summer Term- Weather</u> <i>Small continuous unit throughout all terms</i> (2 lessons)	To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather), environments.	Human and physical processes To be able to name the four seasons and identify which season we are now in. To be able to name different types of weather typical to summer in the UK.	Hot, cold, Weather, Spring, Summer, Autumn, Winter, Seasons.	<ul style="list-style-type: none"> To be able to name the four seasons and identify which season we are now in. Fieldwork: Observe the amount of flowers and wildlife in the park area or throw a hoop in the park, count the amount of flowers/insects in an area. To be able to name different types of weather typical to summer in the UK. To know that geographers use secondary resources (e.g. photos) to respond to simple questions about places (e.g weather), environments.
	Enquiry and fieldwork: <ul style="list-style-type: none"> Observe the amount of flowers and wildlife in the park area. Throw a hoop in the park and count the amount of flowers/insects in an area. 		Substantive concepts Human and physical processes	
Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<u>Summer Term -The coast</u> TRIP: BRIGHTON BEACH	To know that geographers use secondary resources (e.g. maps, photos, books) to respond to simple questions about places and environments. To know that geographers collect and use data to find out more about a location.	Locational knowledge To identify and name the seas, which surround the UK (North Sea, Celtic Sea, Atlantic Ocean, Irish Sea, English Channel) Place Knowledge To compare Brighton Beach to Bondi Beach using the data collected on the fieldwork trip, secondary sources such as photographs and aerial photographs/Google Earth. To answer simple questions to compare Brighton beach and Bondi Beach (What are the people doing in the sea? What are the people doing on the beach? What type of sand/pebbles/shingle is on the beach? Are there any landmarks or human features?)	Human geography, human features, physical geography, physical features Harbour, cliff, port Tourism, Landmarks, Coast, Beach, Seaside, Shop Atlas, Ocean, Sea,	<ul style="list-style-type: none"> To identify and name the seas, which surround the UK (North Sea, Celtic Sea, Atlantic Ocean, Irish Sea, English Channel) To know physical and human features that you will find around the UK's coast eg harbour, port, cliff, beach) To name geographical features (human and physical) of Brighton beach using sources such as photographs and Google Earth/Maps. To know that geographers use secondary resources (e.g. maps, photos, books) to respond to simple questions about places and environments. Fieldwork: Visit Brighton Beach to collect data (tally) about what can you see people doing in the sea (eg swimming and kayaking) and what shops can you see on the pier.

		<p>Human and physical processes To know physical and human features that you will find around the UK's coast eg harbour, port, cliff, beach)</p> <p>To name geographical features (Human and physical) of Brighton Beach using secondary sources such as photographs and Google Earth/Maps</p> <p>Geographical skills To present geographical data in simple charts and graphs from their fieldwork study and answer some questions using geographical vocabulary. To construct a physical map of Brighton Beach using PE equipment. Children to draw this basic map with a simple key in their books.</p>	<p>North Sea, Celtic Sea, Atlantic Ocean, Irish Sea, English channel</p>	<ul style="list-style-type: none"> • To present geographical data in simple charts and graphs from their fieldwork study and answer some questions using geographical vocabulary. • To know that geographers collect and use data to find out more about a location. • To compare Brighton Beach to Bondi Beach using the data collected on the fieldwork trip, secondary sources such as photographs and aerial photographs/Google Earth. • To answer simple questions to compare Brighton Beach and Bondi Beach (What are the people doing in the sea? What are the people doing on the beach? What type of sand/pebbles/shingle is on the beach? Are there any landmarks or human features?) • To construct a physical map of Brighton Beach using PE equipment. Children to draw this basic map with a simple key in their books.
		<p>Enquiry and fieldwork:</p> <ul style="list-style-type: none"> - Visit Brighton Beach to collect data (tally) about what can you see people doing in the sea (eg swimming and kayaking) and what shops can you see on the pier. Visit the pier and the beach and take photographs of what they can see. 	<p>Substantive Concepts Place Space Scale Physical and human processes</p>	

Year 2

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
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<p><u>Autumn Term- Where in the world are we?</u></p>	<p>To know that geographers use aerial maps to find out about an area.</p> <p>To know that geographers make comparisons between different areas.</p> <p>To know that geographers use maps to locate an area.</p> <p>To know that a geographer observes their environment and collects data to find out about an area.</p>	<p>Locational Knowledge To name and locate the world’s seven continents and five oceans. To locate the United Kingdom on a world map, recognising it is within Europe. To locate Epsom and London on a map of the UK. To locate Beijing on a map of the world. To identify which continent Beijing is in.</p> <p>Place Knowledge To compare London with Beijing using secondary sources (photographs, books and aerial maps) and data collected on the fieldwork to find similarities and differences.</p> <p>Human and Physical Processes To recall what a physical feature is (Year 1) and name key physical features of London and Beijing. Using some of the following vocabulary confidently; river, vegetation, season and weather To recall what a human feature is (Year 1) and name key human features of a London and Beijing. Using some of the following vocabulary confidently; city, factory, house, office, and shop.</p> <p>Geographical skills To use the data collected on the fieldwork trip in London and put this into simple pictograms, tally charts, block diagrams or simple tables. To answer simple questions about the data collected on the fieldwork trip (What type of vehicle was seen the most often on the River Thames/ on Waterloo Bridge? What landmarks did you see? What type of weather was seen?</p>	<p>Earth, Continent, Capital, Atlas, Ocean, Sea, Equator, Human geography, human features City, town, village, house, office, and shop. physical geography, physical features river,</p>	<ul style="list-style-type: none"> • To name and locate the world’s seven continents and five oceans. • To know that geographers use maps to locate an area. • To locate the United Kingdom on a world map, recognising it is within Europe. • To locate Epsom and London on a map of the UK. • To locate Beijing on a map of the world. • To identify which continent Beijing is in. • To know that geographers use aerial maps to find out about an area. • To recall what a physical feature is (Year 1) and name key physical features of London and Beijing. Using some of the following vocabulary confidently; river, vegetation, season and weather. • To recall what a human feature is (Year 1) and name key human features of a London and Beijing. Using some of the following vocabulary confidently; city, factory, house, office, and shop. • Fieldwork: Collecting data in London (Southbank) about the traffic/vehicles on the river and over Waterloo Bridge, observe the different landmarks along the river from the Golden Jubilee Bridges and observe the weather. • To know that a geographer observes their environment and collects data to find out about an area. • To use the data collected on the fieldwork trip in London and put this into simple pictograms, tally charts, block diagrams or simple tables. • To answer simple questions about the data collected on the fieldwork trip (What type of vehicle was seen the most often on the River Thames/on Waterloo Bridge? What landmarks did you see? What type of weather was seen? • To compare London with Beijing using secondary sources (photographs, books and aerial maps) and data collected on the fieldwork to find similarities and differences • To know that geographers make comparisons between different areas.
	<p>Enquiry and field work: Collecting data in London (Southbank) about the traffic/vehicles on the river and over Waterloo Bridge, observe the different landmarks along the river from the Golden Jubilee Bridges and observe the weather.</p>		<p>Substantive Concepts Place, Space, Human and physical processes</p>	
<p>Unit and Term</p>	<p>Disciplinary knowledge</p>	<p>Substantive knowledge</p>	<p>Vocabulary</p>	<p>Sequence of learning</p>

<p><u>Spring Term – Hot and cold places</u></p>	<p>To know that a geographer uses an Atlas to locate areas.</p> <p>To know that geographers make comparisons between different areas.</p>	<p><u>Locational Knowledge</u></p> <p>To locate the Equator, North and South Poles on the world map.</p> <p>To locate hot and cold areas in relation to the Equator and North and South Poles. E.g Children can use a large world map/ globe to point to three countries where it is hot and three where it is cold.</p> <p>To use some simple locational and directional language (near and far, left and right) to describe locations on a map e.g. describe the distance of a country from the Equator/South Pole/North Pole.</p> <p>To locate the Polar desert (Antarctic) and Sahara desert (Africa) on a world map.</p> <p>To explain why the location of the Polar and Sahara Desert on the world map will affect its climate. Eg The Sahara is closer to the Equator, so will be a warmer climate. The Polar Desert is further away from the equator, so will be colder climate.</p> <p><u>Place Knowledge</u></p> <p>To compare the geographical similarities and differences between the Antarctic Polar Desert and Sahara Desert (vegetation, soil, animals, roads and population) using aerial photographs (Google Earth) and photographs.</p> <p><u>Human and Physical Processes</u></p> <p>To compare these to the climate and weather in Polar Desert (Antarctic) and Sahara Desert (Africa).</p> <p><u>Geographical skills</u></p> <p>To name the four points of a compass.</p> <p>To understand that a desert is not always hot.</p>	<p>Vegetation soil Equator, Polar, Desert, Compass, north, south, east and west, near, far, Left, Right, Climate</p> <hr/> <p><u>Substantive concepts</u></p> <p>Place Human and physical processes</p>	<ul style="list-style-type: none"> • To locate the Equator, North and South Poles on the world map. • To know that a geographer uses an Atlas to locate areas. • To name the four points of a compass. • To locate hot and cold areas in relation to the Equator and North and South Poles. E.g Children can use a large world map/ globe to point to three countries where it is hot and three where it is cold. • To use some simple locational and directional language (near and far, left and right) to describe locations on a map e.g. describe the distance of a country from the Equator/South Pole/North Pole. • To locate the Polar desert (Antarctic) and Sahara desert (Africa) on a world map. • To explain why the location of the Polar and Sahara Desert on the world map will affect its climate. Eg The Sahara is closer to the Equator, so will be a warmer climate. The Polar Desert is further away from the equator, so will be colder climate. • To compare the geographical similarities and differences between the Antarctic Polar Desert and Sahara Desert (vegetation, soil, animals, roads and population) using aerial photographs (Google Earth) and photographs. • To compare the climate and weather in Polar Desert (Antarctic) and Sahara Desert (Africa). • To know that geographers make comparisons between different areas. • To understand that a desert is not always hot.
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Year 3

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Spring Term – Save Our Blue Planet</p>	<p>To know that a map is split into different hemispheres.</p> <p>To understand that geographers study weather patterns and changes to the environment.</p> <p>To know that geographers study climate change and its affect on the Earth.</p>	<p><u>Locational Knowledge</u> To explain what the equator, Southern and Northern hemispheres are. To use knowledge about the hemispheres to describe a location.</p> <p><u>Place Knowledge</u> To use knowledge about hemispheres to describe how the location of a place can affect its weather patterns.</p> <p><u>Human and Physical Processes</u> To understand the different climate zones (Polar, temperate, arid, tropical, tundra and Mediterranean). To understand that the moon controls the tides of the earth. To name the different features of the Earth. Such as, tides, caves, rivers, lakes and mountains. To explain the typical weather seen in the different types of climate zones. To know what climate change is. To understand how climate change can affect the distribution of resources such as water, energy and food.</p> <p><u>Geographical skills</u> To look at data (temperatures and rainfall) from different countries to decide which climate zone they would be.</p>	<p>Extreme weather conditions, tides, caves, rivers, lakes and mountains Equator, Southern Hemisphere, Northern Hemisphere. Climate zones</p>	<ul style="list-style-type: none"> • To know that a map is split into different hemispheres • To explain what the equator, Southern and Northern hemispheres are. • To use knowledge about the hemispheres to describe a location. • To understand the different climate zones (Polar, temperate, arid, tropical, tundra and Mediterranean). • To explain the typical weather seen in the different types of climate zones. • To look at data (temperatures and rainfall) from different countries to decide which climate zone they would be. • To use knowledge about hemispheres to describe how the location of a place can affect its weather patterns. • To understand that geographers study weather patterns and changes to the environment. • To name the different features of the Earth. Such as, tides, caves, rivers, lakes and mountains. • To understand that the moon controls the tides of the earth. • To know what climate change is. • To understand how climate change can affect the distribution of resources such as water, energy and food. • To know that geographers study climate change and its effect on the Earth.
	<p>Enquiry and fieldwork: none</p>		<p><u>Substantive concepts</u></p> <p>Place Human and physical processes</p>	

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Summer Term – Comparison of areas Epsom vs Lake District</p>	<p>To know that geographers use ordnance survey maps.</p> <p>To know that geographers make comparisons between different areas.</p> <p>To know that we use continents, countries, regions, counties and towns to help us locate an area (e.g. the postman needs this to help deliver post).</p>	<p>Locational Knowledge</p> <p>To locate the counties of the United Kingdom.</p> <p>To locate the cities within the United Kingdom (London, Manchester, Edinburgh, Cardiff, Birmingham)</p> <p>To locate regions (South England, etc).</p> <p>To match the flags to the countries within the United Kingdom and their capital city.</p> <p>Place Knowledge</p> <p>To recap the difference between a continent, region, country, county and town/city.</p> <p>To recognise which continent, country, region, county and town or city they live in.</p> <p>To compare the average temperature and rainfall in Epsom compared to the Lake district.</p> <p>Human and Physical Processes</p> <p>To identify human and physical features.</p> <p>To compare the human features of Epsom (urban area) with the Lake District (rural area) (Using language such as supermarkets, bridges etc).</p> <p>To compare the physical features of Epsom (urban area) with the Lake District (rural area) (Using language such as Lakes, Mountains etc)</p> <p>To understand how the human and physical features of an area can effect tourism and support the local economy.</p> <p>Geographical skills</p> <p>To recognise the eight points on the compass.</p> <p>To use four figure grid references to locate places on a map.</p> <p>To use the eight points on the compass to navigate from London. (Find an town, which is North West of London.)</p> <p>Use ordnance survey maps (Digimaps) to locate the local area.</p>	<p>Human and physical Geography</p> <p>Tourism</p> <p>Financial impact</p> <p>Compass points - N, NE, E, SE, S, SW, W, NW</p> <p>County</p> <p>Continent</p> <p>Region</p> <p>City</p> <p>Town</p>	<ul style="list-style-type: none"> To recap the difference between a continent, region, country, county and town/city. To know that we use continents, countries, regions, counties and towns to help us locate an area (e.g. the postman needs this to help deliver post). To recognise which continent, country, region, county and town or city they live in. To locate the counties of the United Kingdom. To locate the cities within the United Kingdom (London, Manchester, Edinburgh, Cardiff, Birmingham) To locate regions (South England, etc). To match the flags to the countries within the United Kingdom and their capital city. To recognise the eight points on the compass. To use the eight points on the compass to navigate from London. (Find a town, which is North West of London.) To use four figure grid references to locate places on a map. To know that geographers use ordnance survey maps. Use ordnance survey maps (Digimaps) to locate the local area. To use ordnance survey maps (Digimaps) to locate London and its surrounding areas. To use a map to locate the Lake District. To identify human and physical features. To use aerial photographs to recognise the human and physical features of the local area. FIELDWORK: To visit the local area to spot human and physical features.

		<p>To use ordnance survey maps (Digimaps) to locate London and its surrounding areas. To use a map to locate the Lake District.</p> <p>Enquiry and fieldwork: To visit the local area to spot human and physical features. To use aerial photographs to recognise the human and physical features of the local area. To collect data on the local weather e.g. amount of rainfall for a week, daily temperature for the week.</p>		<ul style="list-style-type: none"> • To compare the human features of Epsom (urban area) with the Lake District (rural area) (Using language such as supermarkets, bridges etc). • To compare the physical features of Epsom (urban area) with the Lake District (rural area) (Using language such as Lakes, Mountains etc) • To collect data on the local weather e.g. amount of rainfall for a week, daily temperature for the week. • To compare the average temperature and rainfall in Epsom compared to the Lake District. • To understand how the human and physical features of an area can effect tourism and support the local economy.
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Year 4

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Autumn Term- Natural disasters</p>	<p>To consider why the Earth is partitioned into tectonic plates.</p> <p>To know that geographer would use maps to find volcanoes and mountains.</p> <p>To understand that geographers would study the climate of a certain area to prepare for natural disasters.</p> <p>To understand that geographers would study the physical features of a certain area to prepare for</p>	<p>Locational Knowledge To identify the mountains in the four countries of the UK.</p> <p>Place Knowledge To understand the history of Pangea. To explain the positives and negatives of living near a volcano and say which they would prefer. <i>To explain how the location of a country affects its climate and the type of natural disasters it is prone to experiencing.</i> To explain how some countries are prone to drought – linked to the water cycle (they will cover this in Year 6) To know how different countries prepare for natural disasters.</p> <p>Human and Physical Processes <i>To describe the different types of natural disasters (volcanic eruption, flooding, landslides, drought, hurricanes, tornados etc).</i> To use VR headsets to see a natural disaster. <i>To identify the layers of the earth</i> <i>To explain how tectonic plates work</i> <i>To know how mountains are formed (volcanoes, fold mountains, block mountains, mountain erosion)</i> <i>To explain the different types of volcano, using the correct terminology. (Active, dormant or extinct)</i> To explain how earthquakes are caused and how the movement of the tectonic plates causes them.</p> <p>Geographical skills To use map skills to plot the active, extinct and dormant volcanoes around the world. Pinpoint on the map of the local area places where the flood risk is higher. (nearer to water sources)</p>	<p>Hottest, driest, coldest and wettest. Equator Tectonic plates</p> <p>Natural disaster, Tsunami, Earthquake, volcano, drought, flooding.</p> <p>Mantle, crust, inner core, outer core. Richter scale</p> <p>Fertile, active dormant, extinct, organic farming</p>	<ul style="list-style-type: none"> • To describe the different types of natural disasters (volcanic eruption, flooding, landslides, drought, hurricanes, tornados etc). • To use VR headsets to see a natural disaster. • <i>To identify the layers of the earth</i> • <i>To explain how tectonic plates work</i> • To consider why the Earth is partitioned into tectonic plates. • <i>To know how mountains are formed (volcanoes, fold mountains, block mountains, mountain erosion)</i> • To understand the history of Pangea. • To know that geographer would use maps to find volcanoes and mountains. • To identify the mountains in the four countries of the UK. • <i>To explain the different types of volcano, using the correct terminology. (Active, dormant or extinct)</i> • To use map skills to plot the active, extinct and dormant volcanoes around the world. • To explain the positives and negatives of living near a volcano and say which they would prefer. • To explain how earthquakes are caused and how the movement of the tectonic plates causes them. • <i>To explain how the location of a country affects its climate and the type of natural disasters it is prone to experiencing.</i> • To explain how some countries are prone to drought – linked to the water cycle (they will cover this in Year 6) • To know how different countries prepare for natural disasters. • To understand that geographers would study the climate of a certain area to prepare for natural disasters.

	natural disasters.			<ul style="list-style-type: none"> To understand that geographers would study the physical features of a certain area to prepare for natural disasters. ENQUIRY: To research a natural disaster in the UK – flooding Pinpoint on the map of the local area places where the flood risk is higher. (nearer to water sources)
	Enquiry and field work: To research a natural disaster in the UK – flooding. Why is the United Kingdom having more extreme weather? Why is flooding becoming more common? (Overbuilding, less soil to absorb water). What is the UK and local area doing to help reduce the risk of flooding? (weather alerts, sandbags) How does flood effect the local area? How does flooding effect the local economy? If it rains heavily, where would be most at risk of flooding?		Substantive Concepts Place, Space, Human and physical processes	
Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
Summer Term The Mediterranean Biome	To understand that geographers use maps to locate places. To understand that we can prepare for natural disasters	Locational Knowledge To name and locate some of the main countries of Europe. To identify and locate the capital city of Greece. To locate the capital city in England on a map. Place Knowledge To match the countries in Europe to their flag. To identify the capital city of the different countries in Europe. To recognise which biome Greece would identify within. To recognise which biome the United Kingdom would identify within. Visit Athens and London on the VR headsets. Make visual comparisons between London and Athens. Human and Physical Processes To identify the six different biomes (rainforest, desert, savannah, woodland, grasslands and tundra). To recognise the typical climate seen in each biome (eg rainforest – hot and wet) To recap physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes) To make comparisons between London and Athens focusing on physical features.	Biome, Mediterranean biome, Greece, Europe. Hemisphere, Population, culture, import, export	<ul style="list-style-type: none"> To use S, SE, SW, W, N, NE, NW, E compass points to give and follow directions on a map and outside. To name and locate some of the main countries of Europe. To match the countries in Europe to their flag. To identify the capital city of the different countries in Europe. To locate Greece on the map. To identify and locate the capital city of Greece. To identify the six different biomes (rainforest, desert, savannah, woodland, grasslands and tundra). To recognise the typical climate seen in each biome (eg rainforest – hot and wet) To use a key to colour in each type of biome on the world map eg where the rainforests are located. To recognise which biome Greece would identify within. To recognise which biome the United Kingdom would identify within. To locate the capital city in England on a map. Visit Athens and London on the VR headsets. Make visual comparisons between London and Athens.

		<p>To recap human features (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>To make comparisons between London and Athens focussing on human features.</p> <p>Geographical skills</p> <p>To use S, SE, SW, W, N, NE, NW, E compass points to give and follow directions on a map and outside.</p> <p>To locate Greece on the map.</p> <p>To use a key to colour in each type of biome on the world map eg where the rainforests are located.</p>		<ul style="list-style-type: none"> • To recap physical features (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes) • To make comparisons between London and Athens focusing on physical features. • To recap human features (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water). • To make comparisons between London and Athens focussing on human features.
		<p>Enquiry and field work:</p> <p>Comparison between Greece and the UK.</p>	<p>Substantive concepts</p> <p>place, space, scale, interdependence, physical and human processes, cultural awareness and cultural diversity.</p>	

Year 5

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p><u>Spring Term – Epsom and our local area</u></p>	<p>To know the different between a primary source and a secondary source.</p> <p>To understand that sources can be bias.</p> <p>To know that geographers use ordnance survey maps to gain more information about an area.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To identify the different regions in the UK. To locate and highlight the countries within the British Empire during Queen Victoria’s era on a map. <p>Place Knowledge</p> <ul style="list-style-type: none"> To compare photographs of the local area currently and from the Victorian times. To use the census and data collected on the fieldtrip to provide a comparison of shop types, now to the Victorian era. <p>Human and Physical Processes</p> <ul style="list-style-type: none"> To compare how the distribution of natural resources including energy, food, minerals and water may have changed since the Victorian times. To discuss how people migrate to different areas based on their local amenities and resources available. <p>Geographical skills</p> <ul style="list-style-type: none"> To compare ordnance survey maps of the local area to compare how the land is now used, in comparison with the Victorian times. To use a recent census and a census from the Victorian era to compare jobs, average ages, local population, family types, etc Plan the most efficient route into Epsom using the laminated ordnance survey map and Google maps. Draw a sketch map of the route taken to get into Epsom including key landmarks/human and physical features. 	<p>Terrain, settlement, industry, tourist, immigrant, survey, questionnaire, census,</p>	<ul style="list-style-type: none"> To identify the different regions in the UK. To locate and highlight the countries within the British Empire during Queen Victoria’s era on a map. To compare ordnance survey maps of the local area to compare how the land is now used, in comparison with the Victorian times. To know the different between a primary source and a secondary source. To understand that sources can be bias. To use a recent census and a census from the Victorian era to compare jobs, average ages, local population, family types, etc. Plan the most efficient route into Epsom using the laminated ordnance survey map and Google maps. To know that geographers use ordnance survey maps to gain more information about an area. FIELDWORK: Trip into Epsom to compare the changes to the local high street since the Victorian times. Complete a traffic and shop usage survey. Draw a sketch map of the route taken to get into Epsom including key landmarks/human and physical features. To compare photographs of the local area currently and from the Victorian times. To use the census and data collected on the fieldtrip to provide a comparison of shop types, now to the Victorian era. To compare how the distribution of natural resources including energy, food, minerals and water may have changed since the Victorian times.

	<p>Enquiry and field work: Epsom trip to compare how the area has changed since the Victorian times. Use photographs to make comparisons of the local high street. Complete a traffic survey and shop usage survey to compare to the types of shops and vehicles found in the Victorian times. Use a census to compare information such as jobs, life expectancy etc.</p>	<p>Substantive Concepts place, space, scale, physical and human processes, environmental impact, sustainable development</p>	<ul style="list-style-type: none"> To discuss how people migrate to different areas based on their local amenities and resources available. 	
Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p>Summer Term- The Americas (Brazil case study)</p>	<p>To know that geographers study the climate in different cities.</p> <p>To know that geographers may research climate zones to see which resources can grow or be produced in different countries.</p> <p>To see how towns and villages can be built based on the topography of the country</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To locate the different countries in North and South America. To locate the different capital cities of the countries within North and South America. To match the flags to each country in North and South America. To name the oceans which surround North and South America. To use longitude and latitude to identify places on the world map. To identify Brazil and England on the map. To locate the main cities in Brazil and England. To identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To identify the position of Brazil and England in relation to the different hemispheres and the Equator. To highlight the rainforest on a map of Brazil. <p>Place Knowledge</p> <ul style="list-style-type: none"> Compare the physical features of Brazil and England. Compare the human features of Brazil and England. To make a comparison between the climate of a Brazilian city compared to the climate in an English city. To recognise that the climate zone can affect crop growth. To look at the food which is grown in Brazil and explain why Brazil is a good climate for this food to grow. 	<p>migrate disperse sustainability natural resources canopy [trees] urban rural land use pollution indigenous latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer Equator Deforestation renewable population biomes vegetation belts</p>	<ul style="list-style-type: none"> To locate the different countries in North and South America. To locate the different capital cities of the countries within North and South America. To match the flags to each country in North and South America. To name the oceans which surround North and South America. To use longitude and latitude to identify places on the world map. To identify Brazil and England on the map. To locate the main cities in Brazil and England. To identify the physical features of Brazil To identify the human features of Brazil To identify the mountains in Brazil and England. Compare the physical features of Brazil and England. Compare the human features of Brazil and England. To identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To identify the position of Brazil and England in relation to the different hemispheres and the Equator. To identify which climate zone Brazil is in. To research the climate of each of Brazil's main cities.

	<p>(towns created in Brazil by the sea as it is flat land).</p>	<ul style="list-style-type: none"> To recognise that different countries trade resources. To identify the resources that Brazil may trade (fruit and vegetables as well as iron ores, soya beans, petroleum oils, cane or beet sugar and oil cake). To identify the resources that England may trade (fruit and veg along with Mechanical power generators, Crude oil, Cars, Medicinal and pharmaceutical products, Refined oil) To identify why the topography of Brazil affects where the towns are positions. (Communities formed in flat areas near the coast). To recognise the push and pull factors for living in the Brazilian city compared to the countryside. To research a rural and urban area of England and have an opinion on where they would prefer to live and explain why. To identify the difference between a rainforest and a jungle. To recognise the problems caused by deforestation. To recognise the effect of deforestation on the natural resources within Brazil. To identify the different settlements in Brazil, focusing on the indigenous tribes. <p>Human and Physical Processes</p> <ul style="list-style-type: none"> To identify the physical features of Brazil To identify the human features of Brazil To identify the mountains in Brazil and England. To identify which climate zone Brazil is in. To research the climate of each of Brazil's main cities. To research the climate of each of England's main cities. To recap the different biomes and vegetation belts (forest, grassland, tundra, desert, and ice sheet). To identify which biome and vegetation belt Brazil is within. To identify which biome and vegetation belt England is within. To understand how trading resources can affect a countries economy. To understand what topography is. To recap rural and urban. <p>Geographical skills</p> <ul style="list-style-type: none"> 	<p>climate zones conservation export import tropical arid</p>	<ul style="list-style-type: none"> To research the climate of each of England's main cities. To know that geographers study the climate in different cities. To know that geographers may research climate zones to see which resources can grow or be produced in different countries. To make a comparison between the climate of a Brazilian city compare to the climate in an English city. To recognise that the climate zone can affect crop growth. To look at the food which is grown in Brazil and explain why Brazil is a good climate for this food to grow. To recap the different biomes and vegetation belts (forest, grassland, tundra, desert, and ice sheet). To identify which biome and vegetation belt Brazil is within. To identify which biome and vegetation belt England is within. To recognise that different countries trade resources. To identify the resources that Brazil may trade (fruit and vegetables as well as iron ores, soya beans, petroleum oils, cane or beet sugar and oil cake). To identify the resources that England may trade (fruit and veg along with Mechanical power generators, Crude oil, Cars, Medicinal and pharmaceutical products, Refined oil) To understand how trading resources can affect a countries economy. To understand what topography is. To see how towns and villages can be built based on the topography of the country (towns creates in Brazil by the sea as it is flat land). To identify why the topography of Brazil affects where the towns are positions. (Communities formed in flat areas near the coast). To recap rural and urban. To recognise the push and pull factors for living in the Brazilian city compared to the countryside.
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	<p>Enquiry and field work: Case study comparing Brazil and England</p>	<p>Substantive Concepts place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness and cultural diversity.</p>	<ul style="list-style-type: none"> • To research a rural and urban area of England and have an opinion on where they would prefer to live and explain why. • To identify the difference between a rainforest and a jungle. • To highlight the rainforest on a map of Brazil. • To identify the different settlements in Brazil, focusing on the indigenous tribes. • To recognise the problems caused by deforestation. • To recognise the effect of deforestation on the natural resources within Brazil.
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Year 6

Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
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<p><u>Spring Term – Africa</u></p>	<p>To understand why geographers, use the coordinates of longitude and latitude to locate a place.</p> <p>To know that geographers look at the population of different countries and reasons for changed in population (health, conflict etc.)</p> <p>To know that geographers will monitor and track changes in the climate.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To recap the different continents. To locate Africa on a map (Address misconception that Africa is a country) To label the countries within Africa on a map. To know different capital cities of countries within Africa. To know the different flags of countries within Africa. To locate the oceans which surround Africa. To recap lines of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. To recognise that the longitudinal lines refer to the time zones within different countries. To recap locating a place on the map using the coordinates of longitude and latitude To use latitude and longitude in minutes and seconds to show the précised position of a place. <p>Place Knowledge</p> <ul style="list-style-type: none"> To identify how the equator has an effect on the climate in different African countries. To recognise the position of a country from the equator will affect the land use and climate. To compare the populations between different countries in Africa. To describe why certain countries might be more populated than others. To make comparisons between rural and urban areas in Africa. (Address misconceptions about images of Africa.) To explore the trade links Africa has and which resources it exports (petrol, copper, iron, cotton, coffee, sugar). To recognise the issues with trade eg unfair pay and poor working conditions. To understand the importance of fair trade. To recognise the impact of buying Fair Trade goods at your local supermarket onto the different people within the food chain process. To research the work and impact of charities such as ‘Save the Children’ onto the people of Africa. 	<p>migrate disperse sustainability natural resources urban rural land use latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer Equator renewable population biomes vegetation belts climate zones conservation export import arid</p>	<ul style="list-style-type: none"> To recap the different continents. To locate Africa on a map (Address misconception that Africa is a country) To label the countries within Africa on a map. To know different capital cities of countries within Africa. To know the different flags of countries within Africa. To locate the oceans which surround Africa. To recap lines of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. To recognise that the longitudinal lines refer to the time zones within different countries. To recap locating a place on the map using the coordinates of longitude and latitude To understand why geographers, use the coordinates of longitude and latitude to locate a place. To use latitude and longitude in minutes and seconds to show the précised position of a place. To identify the human features (bridges, dams, houses, farms, factories) in Africa on a map. To identify the physical features (rivers, mountains, beaches) in Africa on a map. To locate the main rivers, mountains and deserts within Africa To identify the different climate zones found within the different countries in Africa. To analyse data linked to a climate in an African country. To find the mean, mode, median and range for the rainfall and sunlight hours for a country in Africa. To find the mean, mode, median and range for the rainfall and sunlight hours for England. To compare the average rainfall and sunshine in a country in Africa and England. To know that geographers will monitor and track changes in the climate. To identify how the equator has an effect on the climate in different African countries. To recap the different biomes.
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	<p>Enquiry and field work: Case study – comparing Epsom with an area, in a country in Africa.</p>	<p>Substantive Concepts Place Space Scale Interdependence Physical and human processes</p>		

		Environmental impact Sustainable development Cultural awareness and cultural diversity	
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Unit and Term	Disciplinary knowledge	Substantive knowledge	Vocabulary	Sequence of learning
<p><u>Summer Term- Rivers (water cycle)</u></p>	<p>To know that geographers track weather patterns to predict flooding or droughts and produce weather warnings.</p> <p>To understand that geographers plan for flooding and create flood management strategies.</p> <p>To know that geographers create man made water</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To locate the five longest rivers across the world. To locate the five main rivers in the United Kingdom. To locate some countries on the map which are affected by droughts. To identify the flood plain of a river. <p>Place Knowledge</p> <ul style="list-style-type: none"> To know how some countries with hotter climates struggle to source water. To understand why some countries are affect by droughts. To recognise the importance of rivers (transport goods, wildlife, fresh water source and hydroelectricity). <p>Human and Physical Processes</p> <ul style="list-style-type: none"> To know what a river is. To know how rivers are formed. To identify the different parts of the river eg mouth, source. To recognise the role of the different parts of the river. To know what erosion is. To understand how erosion can change the shape and course of the river. To understand how meanders are formed. To understand how ox bow lakes are formed. To know the stages of the water cycle. To understand how increase precipitation can cause increased risk of flooding. To research the use of flood management strategies (The Thames Barrier). To understand how humans can change a river e.g. dams. 	<p>Abrasion, Attrition Alluvium Bank Drainage basin riverbed Canal, channel, current, confluence, dam, delta, deposition, depth, discharge, downstream, erosion, estuary, flood barrier, floodplain, ford, freshwater, gorge, hydraulic action, irrigation, meander, mouth, moorings, mudflats, OX box lake, pollution, precipitation, river channel, reservoir, silt, source, spring, tributary, upstream, valley, watershed, water table.</p>	<ul style="list-style-type: none"> To know what a river is. To know how rivers are formed. To identify the different parts of the river eg mouth, source. To recognise the role of the different parts of the river. To locate the five longest rivers across the world. To locate the five main rivers in the United Kingdom. To know what erosion is. To understand how erosion can change the shape and course of the river. To know the geographers study rivers to research factors which influence the river, velocity and river course. To understand how meanders are formed. To understand how ox bow lakes are formed. <p>FIELD TRIP - River Mole trip</p> <ul style="list-style-type: none"> To use six figure grid reference to locate a place. To use bearings to specify the direction of travel between two positions. To know the stages of the water cycle. To know how some countries with hotter climates struggle to source water. To understand why some countries are affect by droughts. To locate some countries on the map which are affected by droughts.

<p>sources (reservoirs) to increase the water supply.</p> <p>To know the geographers study rivers to research factors which influence the river, velocity and river course.</p>	<ul style="list-style-type: none"> • To understand that human activity and increased pollution can affect wildlife and increase the risk of flooding. • To understand how humans can create a man-made water source (reservoir). • To explain how water from waterfalls and tides can be used to create renewable energy. <p><u>Geographical skills</u></p> <ul style="list-style-type: none"> • To use six figure grid reference to locate a place. • To use bearings to specify the direction of travel between two positions. 		<ul style="list-style-type: none"> • To understand how increase precipitation can cause increased risk of flooding. • To identify the flood plain of a river. • To know that geographers track weather patterns to predict flooding or droughts and produce weather warnings. • To understand that geographers plan for flooding and create flood management strategies. • To research the use of flood management strategies (The Thames Barrier). • To understand how humans can change a river e.g. dams. • To understand that human activity and increased pollution can affect wildlife and increase the risk of flooding.
	<p><u>Enquiry and field work:</u> Trip to River Mole</p>	<p><u>Substantive Concepts</u> Place Space Scale Interdependence Physical and human processes Environmental impact Sustainable development Cultural awareness and cultural diversity</p>	<ul style="list-style-type: none"> • To understand how humans can create a man-made water source (reservoir). • To know that geographers create man made water sources (reservoirs) to increase the water supply. • To recognise the importance of rivers (transport goods, wildlife, fresh water source and hydroelectricity). • To explain how water from waterfalls and tides can be used to create renewable energy.