



Curriculum Area Overview Geography

The Vision for Geography

The purpose of the geography curriculum is to inspire curiosity in pupils, and a fascination about the world and its people. Geography provides pupils with knowledge of diverse places, people, resources, and natural and human environments, with a deep understanding of the Earth's physical and human processes. The progressive, rich and relevant geography curriculum prepares pupils for each stage of their academic journey, but also the world beyond the classroom by ensuring that young people can think like geographers and use their geographical knowledge to make sense of the world around them.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years through to year 11. Specific strategies are also embedded in the curriculum to enable communication and independence such as a total communication approach, Emotion Coaching, Thrive, TEACCH, Compass Buzz and Attention Autism.

We offer a broad and balanced, curriculum that promotes active engagement, learning and success in generalising skills and knowledge across the curriculum and beyond. Our Semi Formal and Formal Pastoral pathways focus on developing key skills that equip children and young people for their time in school and life beyond the school. Our Formal pathway curriculum is designed to offer appropriate weighting of subject delivery to meet all needs of the pupils.





Our curriculum is responsive to each learner building on individual strengths and interests.

Curriculum Intent for Geography

EYFS

- Start the learning journey for each child at the stage they arrive at Mowbray
- Prepare the children for their next step in life
- Our curriculum will be taught through the area of learning *Understanding the World*. Children will be guided to make sense of their physical world and their community.
- This area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our curriculum will be broadened by:

- School Nature Reserve
- School Farm.
- Themed cultural days
- Visitors to school
- Educational visits
- Attention Autism
- Sensory stories

Primary Semi-Formal

Primary Formal Pastoral

Primary Formal

Our curriculum will:

- Build on the previous learning the child brings into the semi-formal pathway
- Engage and challenge the children to make progress

Our curriculum will:

- Build on the previous learning the child brings from the semi-formal pathway
- Engage and challenge the children to make progress

Our curriculum will:

Build on the previous learning the child brings into the formal pathway





<ul style="list-style-type: none"> • Our curriculum will be taught through the area of learning <i>Understanding the World</i>. Learning activities are planned through topics, so pupils can develop real-life links through their learning which they can make connections and reference to. • Children will engage in sensory, practical hands-on learning, different types of play and first-hand experiences in real life settings. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop understanding and respect for themselves, others and the environment. • Total Communication approach enables all children to deepen geographical understanding and topic related progressive vocabulary is used. • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development. 	<ul style="list-style-type: none"> • Our curriculum will be taught half termly (alternating with History). A unit of work will be taught with strong links to the over-arching theme for the half term, so pupils can develop real-life links through their learning which they can make connections and reference to. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop understanding and respect for themselves, others and the environment. • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development. • Widen the geographical knowledge of the children to ensure they are ready for the next step in their learning once they join secondary • A Total Communication approach is used where applicable 	<ul style="list-style-type: none"> • Engage and challenge the children to make progress in applying their geographical skills and understanding. • Our curriculum will be taught half termly (alternating with History). A unit of work will be taught with strong links to the over-arching theme for the half term, so pupils can develop real-life links through their learning which they can make connections and reference to. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world from both a human and physical geographical aspect. • Develop understanding and respect for themselves, others and the environment. • Widen the geographical knowledge of the children to ensure they are ready for the next step in their learning once they join secondary • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development. • A Total Communication approach is used where applicable
Curriculum Entitlement		





<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Themed cultural days • Visitors to school • Educational visits • Attention Autism • Sensory stories 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Mowbray Orienteering course. • Themed cultural days • Visitors to school • Educational visits • Attention Autism • Sensory stories 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Mowbray Orienteering course. • Themed cultural days • Visitors to school • Educational visits
<p>Secondary Semi-Formal</p>	<p>Secondary Formal Pastoral</p>	<p>Secondary Formal</p>
<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Build on the previous learning the child brings into the semi-formal pathway • Engage and challenge the children to make progress • Our curriculum will be taught through the area of learning <i>Understanding the World</i>. Learning activities are planned through topics, so pupils can develop real-life links through their learning which they can make connections and reference to. • Children will engage in sensory, practical hands-on learning, different types of play and first-hand experiences in real life settings. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world. • Develop understanding and respect for themselves, others and the environment. 	<p>Our curriculum will:</p> <ul style="list-style-type: none"> • Build on the previous learning the child brings from primary. • Engage and challenge the children to make progress by applying and mastering key geographical skills and knowledge. • Our curriculum will be taught half termly (alternating with History). A unit of work will be taught with strong links to the over-arching theme for the half term, so pupils can develop real-life links through their learning which they can make connections and reference to. • Develop children’s knowledge, understanding and appreciation of the environment and the natural world from both a human and physical geographical aspect. 	<p>Geography is taught in half termly blocks of teaching sessions as part of the Humanities LTP</p> <p>Our curriculum will:</p> <ul style="list-style-type: none"> • Build on the previous learning the child brings into the formal pathway • Engage and challenge the children to make progress, retrieving, applying, developing and mastering key human and physical geographical skills and knowledge. • Our curriculum will be taught half termly (alternating with History) to provide depth of geographical understanding. • Develop the real life connections children have in their knowledge, understanding and appreciation of the environment and





<ul style="list-style-type: none"> • Total Communication approach enables all children to deepen geographical understanding and topic related progressive vocabulary is used. • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development. 	<ul style="list-style-type: none"> • Develop understanding and respect for themselves, others and the environment. • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development. • Widen the geographical knowledge of the children to ensure they are ready for the next step in their learning. • A Total Communication approach is used where applicable 	<p>the natural world and understanding the impact of physical and human geography. features.</p> <ul style="list-style-type: none"> • Carrying out case studies in the local area. • Using their enquiry skills to further their understanding and respect for themselves, others and the environment. • Widen the geographical knowledge of the children to ensure they are ready for the next step in their learning once they join secondary • Opportunities for cross curricular links will be embedded and promote spiritual, moral, social and cultural development.
<p>Curriculum Entitlement</p>		
<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Themed cultural days • Visitors to school • Educational visits • Attention Autism • Sensory stories 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Mowbray Orienteering course. • Themed cultural days • Visitors to school • Educational visits • Attention Autism • Sensory stories 	<p>Our curriculum will be broadened by:</p> <ul style="list-style-type: none"> • School Nature Reserve • School Farm • Mowbray Orienteering course. • Themed cultural days • Visitors to school • Educational visits





All Pathways including EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Year 1 (2022-2023)</p>	<p><i>All About Me</i></p> <p>KS1 – Mowbray and Surrounding Areas</p> <p>LKS2 – Our local area/tourism</p> <p>UKS2 – Yorkshire</p>	<p><i>Me and My Local Area</i></p>	<p><i>Ye Olde World</i></p>	<p><i>The Natural World</i></p> <p>KS1 - Beautiful Bedale/Ripon</p> <p>LKS2 - Rivers</p> <p>UKS2 - India</p>	<p><i>Off on a Journey</i></p>	<p><i>Coastal Life</i></p> <p>KS1 – Weather (Hot and Cold places)</p> <p>LKS2 – Coastal towns</p> <p>UKS2 – Island life</p>
<p>Year 2 (2023-2024)</p>	<p><i>Great Britain</i></p>	<p><i>Let's Celebrate</i></p> <p>KS1 - London</p> <p>LKS2 – Leisure Time</p> <p>UKS2 – France</p>	<p><i>Back in Time</i></p>	<p><i>Our Earth</i></p> <p>KS1 – Other Countries in Europe</p> <p>LKS2 – Extreme Earth</p> <p>UKS2 – Kenya</p>	<p><i>Go Outside and Explore</i></p>	<p><i>Let's go Travelling</i></p> <p>KS1 - Scotland</p> <p>LKS2 - Americas</p> <p>UKS2 – The Alps and Mountain Ranges</p>





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Curriculum Map						
Formal Pathway KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Humanities Geog/Hist/RE focus
Year 1- Theme overview and key Content 2022-23	Geography Wonderful World	RE Celebrations and Festivals	History History Heroes	Geography Mexico	History WW2	Local study <i>Bedale</i> Market Town
Year 2- - Theme overview and key content 2023-24	Geography Extreme Environments	RE Belief and Special Places	History Transatlantic slave Trade	Geography Africa	History American Civil Rights	Local Study <i>Richmond</i> Rural Settlements
Year 3- - Theme overview and key content 2024-25	Geography UK	RE Religious Leaders	History Medieval Britain	Geography India	History Victorian Britain	Local Study <i>York</i> Urban Settlement





Secondary Pathway	Autumn Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>		Spring Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>		Summer Term <i>Cross curricular links English, History, Geography, RE and PSHE</i>	
Semi Formal Pathway Theme	Seasons	Around the World	Other Worlds and Cultures	Extreme Environments (Jungle)	Save the Earth	Our Local Area
Formal Pastoral Pathway Theme	Pieces of Me	Celebrations	Other Worlds and Cultures	Age of Empire	Oceans & Climate Change	Carnival

Geography Strands	
Mowbray Steps	Understanding the World – People, Cultures and Communities
Step 3	<ul style="list-style-type: none"> I can recognise familiar environmental sounds (washing machine, microwave, footsteps); shown by





		<p>quietening/consistent reactions/turning to looks at source of sound.</p> <ul style="list-style-type: none">• I can notice changes in objects, pictures and sounds: for example, may look puzzled or stop what they are doing when bubbles pop and disappear or music stops.• I can play with and explore objects by touching them, looking at them, mouthing them and listening to the sounds they make.
Step 4		<ul style="list-style-type: none">• I can begin to understand cause and effect: for example, will deliberately repeat actions in order to repeat the effect.• I can actively explore objects using all senses: shaking, looking, feeling, tasting, mouthing, pulling, turning, poking.• I can stare with increasing interest when a new object is shown to them.
Step 5		<ul style="list-style-type: none">• I can explore materials with different properties: for example, textured toys• I can watch a toy being completely hidden and try to find it; watching intently where a spider has scuttled away under leaves, demonstrating an awareness of object permanence.• I can understand the meaning of some sounds: for example, hears a telephone ringing and looks at the telephone.





		<ul style="list-style-type: none"> I can explore natural materials, indoors and outside.
Step 6	<ul style="list-style-type: none"> I can demonstrate early pretend behaviour e.g. pretends to be asleep by covering self with blanket. Copy action and activities of others, including use of gesture or voice, as part of their play. 	<ul style="list-style-type: none"> I can experiment: trying something and then reflecting on it, and then tries something else: for example, if piece of puzzle doesn't fit, tries it in the other holes. I can be intensely curious: exploring objects, rooms, outside areas or if not mobile shows curiosity by pointing or looking at areas/objects they would like to explore. I can closely observe what animals, people and vehicles do.
Step 7	<ul style="list-style-type: none"> I can be curious about people and show an interest in stories about themselves and their family. I can include other people and objects in pretend play: for example, feeds a doll with spoon. 	<ul style="list-style-type: none"> I am curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. I can experiment with different objects to look for other new properties: for example, plays with a plastic bowl by putting it on head, filling it with blocks, banging it, covering it with toys, looking through it, etc.
Step 8	<ul style="list-style-type: none"> I can recognise familiar adult in picture I can recognise self in mirror or photograph I can imitate everyday actions in pretend play: for example, brushing dolls hair, tasting food, shopping, getting in car 	<ul style="list-style-type: none"> I can use understanding of cause and effect: for example, straightens up a tower of blocks if it starts to wobble. I can explore and respond to different natural events in my setting and on trips: for example, splashing in puddles, looking at seasonal changes.





Step 9	<ul style="list-style-type: none"> • I am curious about people and show an interest in stories about people, animals, or objects that they are familiar with or which fascinate them. • I can display curiosity by asking questions using words/signs, and looking intently at objects, events and people. • I can imitate longer sequences in play: for example, pours tea, pours in milk and sugar, stirs, then gives to doll. • I can enjoy dressing up: for example, puts on hats; looks at self in mirror when putting on dressing-up clothes. • I can show I am interested in photographs of myself and other familiar people and objects. 	<ul style="list-style-type: none"> • I can enjoy simple stories about people and nature (birds, bees, snails, cats, dogs, etc.), and am interested in photographs of these.
Step 10	<ul style="list-style-type: none"> • I can have a sense of own immediate family and relations, including pets. 	<ul style="list-style-type: none"> • I can match sets of identical objects and understands the idea of 'the same'.
Step 11	<ul style="list-style-type: none"> • I can, in pretend play, imitate everyday actions and events from own family and cultural background: for example, making chapatis, drinking tea, going to the barbers, being a cat, dog, or bird. • I can enjoy playing with small world reconstructions, building on first-hand experiences: 	<ul style="list-style-type: none"> • I can notice detailed features of objects in their environment. • Begins to remember their way around familiar environments (Spatial Awareness) • Responds to some spatial and positional language (Spatial Awareness)





	<p>for example, visiting farms, garages, train tracks, walking by river or lake.</p> <ul style="list-style-type: none"> • I can notice and be curious about differences between people. 	
Step 12	<ul style="list-style-type: none"> • I can show interest in different occupations and ways of life. • I can show interest in the lives of people who are familiar to me 	<ul style="list-style-type: none"> • I can comment and asks questions about aspects of their familiar world, such as the place where they live or the natural world. • Shows care and concern for living things and the environment • I can talk about some of the things I have seen or have observed such as plants, animals, natural and found objects. • I can explore collections of materials with similar and/or different properties. • Responds to and uses language of position and direction (Spatial Awareness)
Step 13	<ul style="list-style-type: none"> • I can begin to understand there are different countries in the world and talks about the differences they have experienced or seen. • I can know some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family. • I can continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • I can talk about how things happen and why things work. • I can develop an understanding of growth, decay, and changes over time. • I can talk about the differences between materials and changes they notice. • I can begin to understand the need to respect and care for the natural environment and all living things.





		<ul style="list-style-type: none"> • I can begin to understand the effect my behaviour can have on the environment: for example, littering. • Describes a familiar route (Spatial Awareness)
<p>Step 14</p>	<ul style="list-style-type: none"> • I can understand that some places are special to members of my community. • I can explain own knowledge and understanding of the world around them and asks appropriate questions. • I can recognise some similarities and differences between life in this country and life in other countries. • I can talk about members of my immediate family and community. • I can name and describe people who are familiar to me. • I know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions. • I know about similarities and differences in relation to places, objects, materials, and living things. • I can explain own knowledge and understanding of the world around them and asks appropriate questions. • I can draw information from a simple map. 	<ul style="list-style-type: none"> • I can talk about the features of my own immediate environment, features that I like and dislike, and how environments might vary from one another. • I can begin to understand the effect of changing seasons on the natural world around me. • I can describe what I see, hear and feel whilst outside. • I can make observations of animals and plants and explain why some things occur, and talk about changes. • I know about similarities and differences in relation to places, objects, materials, and living things. • I can look closely at similarities, differences, patterns, and change in nature • I can draw information from a simple map. • Enjoys making simple maps of familiar and imaginative environments, with landmarks. (Spatial Awareness)





	<ul style="list-style-type: none"> Enjoys making simple maps of familiar and imaginative environments, with landmarks. (Spatial Awareness) 			
Mowbray Steps	Location knowledge	Place knowledge	Human/Physical	Skills/Fieldwork
Step 15	<ul style="list-style-type: none"> I can name & locate the some of oceans, continents, oceans and cities. continents and 5 oceans 	<ul style="list-style-type: none"> I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> I can 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. Can 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 Can use basic geographical 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and





			vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, 	far; left and right], to describe the location of features and routes on a map
Emerging	<ul style="list-style-type: none"> I can use locational knowledge to describe specific features of a place/location. 			
Secure	<ul style="list-style-type: none"> I can apply knowledge to explain the characteristics of contrasting 			





	<p>places/locations at a wide range of scales. Ability to analyse the importance of interrelationships between physical and human worlds. Can explain key geographic processes and explain their workings linking their locational knowledge using relevant facts and figs</p>			
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Step 16				
Secure	<ul style="list-style-type: none"> I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>I understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>I can 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>I can use world maps, atlases and globes</p> <ul style="list-style-type: none"> Use simple compass directions Use aerial photos and construct simple maps





			<ul style="list-style-type: none"> ● Can 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 and; ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> ● Undertake simple fieldwork within school locality
Step 17				
Secure	<p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ● I can name and locate counties and cities of the United Kingdom, geographical 	<p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>I can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> ● I can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources 	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ● Is able to 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 the United Kingdom and the wider world





	<p>regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> ● I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		<p>including energy, food, minerals and water</p>	
Step 18				
Secure	<p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</p>	<p>I understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p>	<p>I can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>





	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ● I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian 	<p>European country, and a region within North or South America</p>	<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> ● I can describe and understands 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 	<ul style="list-style-type: none"> ● I can 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 the United Kingdom and the wider world
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	and time zones (including day and night)			
Step 19				
Secure	<p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ● I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>I can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> ● I can describe and understands 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>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ● I can 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 the United Kingdom and the wider world





	<ul style="list-style-type: none"> ● I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 			
Step 20	<p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>	<p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>I can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Can describe and understands 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,</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied can 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 the United Kingdom and the wider world</p>





	<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>			
Step 21				

