

Year 3 National Curriculum objectives: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3 Areas of study:

Comparing Spain to the United Kingdom
 Countries of the world
 In depth study of Greece and its capital Athens.
 Geological survey of Britain by William Smith

Locational Knowledge:

Locate the UK on a world map and some of the key countries nearby.

- Use maps to locate Stone Age settlements.
- Use maps to locate other European countries.
- Spain- name and locate cities and regions.

United Kingdom' Topic

- UK countries, counties, rivers & seas.
- Lincolnshire; name and locate our towns.
- Settlements in the UK during the Stone Age.

Be able to discuss that the UK is in the Northern Hemisphere.

Place Knowledge

MFL: human geography: learning about an area in another European country in MFL lessons.
 Study of the geographical similarities and differences between Lincolnshire and the rest of the UK

Human and Physical Knowledge

Climate Zones of the UK, and relate this to knowledge about the local area.
 Climate zones of other European countries and relate this knowledge to work.

Geographical Skills and Fieldwork

Use maps/ atlases/ online mapping to locate areas around the UK
 Use 2-digit grid references.
 To use the four points of a compass.

<p>Year 4 National Curriculum objectives: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p>Year 4 Areas of study: Earthquakes and Volcanoes Rivers (inc. The Water Cycle) Study of Italy and its capital Rome.</p>	<p>Locational Knowledge: Using maps to locate rivers in different European countries. Use maps to locate where the Romans, Anglo-Saxons and Vikings came from and settled in (including Russia) Use Ordnance Survey maps to identify different water sources, uses in local area (reservoirs, rivers, drains, fisheries etc.) Recognise water symbols on maps. Water use in our county and how this has changed, (canals for transporting v pleasure/gravel pits become nature reserves/ sea used for hydropower etc.) Understand that Europe is in the northern Hemisphere.</p>
<p>Place Knowledge Human geography: learning about an area in a European country. Focus on Rome from the topic on the Romans. The growth of the city state. How the Tiber led to the growth of Rome. Street layout, man-built land marks such as the Coliseum and Forum. Pompeii, it's place in the Roman Empire, proximity to the Bay of Naples. The location of significant volcanic and earthquake sites.</p>	<p>Human and Physical Knowledge Earthquakes and Volcanoes: the causes and locations. Tectonic plates and how they move. Including how mountain ranges are formed – locate key mountain ranges. Use of Richter scale to measure the strength of an earthquake. Rivers in UK and Europe (how a river is formed and the journey of a river) Water Cycle of our Planet (how is this more or less evident in different climate zones, e.g. rainforest v. hot dessert) Economic Activity across Europe, or of a particular area of Europe.</p>
<p>Geographical Skills and Fieldwork Use maps/ atlases/ online mapping to locate areas across Europe. Symbols and Keys used in ordinance survey maps of local area (link to water topic) - Use 2-digit grid references. - To use the eight points of a compass.</p>	

<p>Year 5 National Curriculum objectives: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p>Year 5 Areas of study: Mapwork and investigation of the human geography of Mexico compared to New York. (Frida Kahlo- Term 1 arts). Brief mapwork studies linked to European countries (Matisse France and Kandinsky Russia- Term 1 arts) Socio economic and geographical features of a variety of African countries with an emphasis on South Africa and Benin.(Term 2) Mapwork and study of deforestation and global warming linked to Rainforests (term3)</p>	<p>Locational Knowledge: American Continent: - Using maps to locate North and South America – link to Freda Kahlo (term 1 History topic) - Major Cities and their main geographical features. - Particular focus on South America (see below). Link to Amazon and global rainforests. - Understand and use the terms Northern and Southern Hemisphere (link to Science topic) -Latitude and Longitude in South America - Equator (linked to Science topic) - Tropics of Cancer and Capricorn (Link to Science and Africa Topic)</p>
<p>Place Knowledge MFL: human geography: learning about an area in a European country in MFL lessons. Study the geographical similarities and differences of Lincolnshire and South America (the Yucatan Peninsula) Study of geographical aspects of African continent and the effect of climate.</p>	<p>Human and Physical Knowledge Discuss the different Climate zones of North and South America and compare to climate zones of the UK.</p>
<p>Geographical Skills and Fieldwork Use maps/ atlases/ online mapping to locate areas in North/South America and Africa. To recognise different symbols and features identified on different types of maps. To use 6-digit grid references (possibly for locating African countries) To use 8 points of a compass.</p>	

Year 6 National Curriculum objectives: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<p>Year 6 Areas of study:</p> <ul style="list-style-type: none"> • Capitals, Countries and Using Maps: European Countries and Cities (within the WW2 History topic) • Biomes and Climate Zones, (inc UK Biomes and local geography) • 'Our Beautiful Planet': <ul style="list-style-type: none"> -Trading & Economics, - Renewable Energy, Plastic Pollution and Global Warming 	<p>Locational Knowledge:</p> <p>Using maps to locate countries of Europe past and present (linked to WW2).</p> <ul style="list-style-type: none"> - Identify major countries and their capitals. <p>How has the topography of Lincolnshire dictated the way the land is used? (Agriculture and RAF bases) – link to WW2 (History) and Trade (see below)</p> <ul style="list-style-type: none"> - Understand the different biomes found in both hemispheres, but recognise renewable that biomes may not be restricted to one hemisphere alone. -Locate the Arctic/Antarctic Circle. (Link to Biomes and Global warming) - Prime/Greenwich Meridian and time zones.
<p>Place Knowledge</p> <p>MFL: human geography: learning about an area in a European country in MFL lessons.</p>	<p>Human and Physical Knowledge</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> •human geography, including: types of settlement and land use, economic activity including trade links •the distribution of natural resources including energy, food, minerals and water <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> •physical geography, including: climate zones, biomes and vegetation belts, Global warming & Pollution. How is the planet's physical geography changing over time due to global warming? Link to study of renewable energies. Can the children ask questions, discover the cause and research implications?
<p>Geographical Skills and Fieldwork</p> <p>To use 6-digit grid references. To use 8 points of a compass. (for locating specific sites important in WW2)</p> <p>Use Ordnance Survey maps to locate local RAF sites, and why these areas were chosen.</p> <p>To compare old and modern maps of local village (link to short study of Victorian era in locality)</p>	