



Our Geography Curriculum

From tiny seeds beautiful minds blossom and grow...



Geography Curriculum Intent

At East Herrington Primary Academy, we believe that Geography helps provide answers to questions and create enquiries about the natural and human aspects of the world. Children are motivated and inspired to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at East Herrington Primary Academy allows children to expand on their knowledge and skills which are transferable to the wider curriculum and which are used to promote and develop their Cultural capital. The accumulation of knowledge and skills which a child can draw upon that demonstrates their cultural awareness, knowledge and competence is important in our school and in our society. Geography is an investigative subject, which helps develop an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We want to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Therefore, our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at East Herrington Primary Academy and also to their further education and beyond.

Geography Curriculum Implementation

In both Key Stages 1 and 2 children should study four strands:

1. Geographical enquiry and Skills.
2. Knowledge and understanding of places. (Human Geography)
3. Knowledge and understanding of patterns and processes. (Physical Geography)
4. Knowledge and understanding of environmental change and sustainable development.

At East Herrington Primary Academy, we use a variety of teaching and learning styles in our Geography lessons. We use whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We are developing knowledge organisers which will outline knowledge (including vocabulary) all children must master and apply in lessons. We provide a cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group. We use challenge questions for pupils to apply their learning in a philosophical/open manner. We use trips and visiting experts to enhance the learning experience for the children. We undertake fieldwork in the local area and places further afield in the UK. We use secondary sources to obtain geographical information. We develop geographical skills such as making observations and measuring, recording observations through maps, talk, and writing, taking photographs, sketches and diagrams. We will have age/ curriculum appropriate maps featured in each classroom/year group area. The children will add pins to the map when talking about countries they may be learning about in their geography lessons or in the wider curriculum. We all have access to 'digimaps' which children can use to enrich their spatial and geographical awareness and knowledge. We make sure to vary geography lessons - some lessons contain map work, some are longer writing pieces, some is mathematical data and analysis. We use outdoor learning successfully- each year group accesses the outdoor learning area at least once a term in a geographical context.

Geography Curriculum Impact

- Children will achieve age related expectations in Geography at the end of their cohort year.
- Children's outcomes in topic and literacy books will have evidence of a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge.
- Children progress throughout the school and they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context.
- Children will develop geographical understanding, as well as spiritual, moral, social and cultural capital.
- Children will be involved in the school's geographical drives which include 'Green Flag Award'
- Children are able to learn about careers related to geography from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education- such as when the local RLNI come in to talk to the children.
- Children will achieve age related expectations in Geography at the end of their cohort year.
- Children will retain knowledge that is pertinent to geography with a real life context. Children will understand how geography 'happens' in their local area.
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will be able to use these skills in future education and future life.

Talk like a Geographer

Sentence Stems

- They are similar because...
 - They are different because...
 - How has...changed?
- I know that... because I have observed...
 - I believe there is a pattern of...
 - A sustainable solution would be...
 - An economic problem would be...
 - Environmentally, the project is a bad idea because...
 - How has this influenced this culture?
- The primary impacts of the disaster were...
 - The social impact of... was....
 - To ensure that we help countries develop...
 - The development of a country can be measured by...
 - The poverty cycle means that...
 - The main advantages / disadvantages are...
 - To move away from an unsustainable future...
 - How has this event impacted globally?
- I have considered the viewpoints, and am confident that...
 - From the evidence/ data, you can infer that...
 - It is thought that the main cause of... was... and ...
 - By looking at the national / local impacts, I can conclude...
 - It is clear that the following factors have contributed to...
 - The effect on the infrastructure is...
 - Why is it important to understand traditional/ modern concepts through time?

EYFS



Our main link to Geography is within our ‘Understanding the World’ area of learning :

3-4 years ol		Understanding the World	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Shows interest in different occupations and ways of life indoors and outdoors Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the effect their behaviour can have on the environment
Reception		Understanding The World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Talks about the features of their own immediate environment and how environments might vary from one another Looks closely at similarities and differences between life in this country and life in other countries. Knows about similarities and differences in relation to places, objects, material and living things.
ELG	Understanding The World	People, Cultures and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
ELG	Understanding The World	The Natural World	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.
Other areas of learning that may link to geography:			
Maths		3- 4 Year olds	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Responds to and uses language of position and direction

How we do this in our provision...

Observe, explore and talk about seasonal changes.

Discuss their own home and the homes of different family members/ friends.

Read and share non-fiction books to develop knowledge of other environments and countries.

Observe talk about and look after 'living things' in the EY outdoor environment.

Compare and contrast their own environment to space, the beach, and hot and cold countries.

Explore and compare a new environment on a school trip.

Draw maps linked to stories, famous people and places visited..

Identify and name animals that live in hot/ cold environments and begin to recognise why they are suited to living their.

Identify and talk about key landmarks and buildings we see in our local environment.

Year 1



Geography: Where do I live?/Where is my school?

Learning Objectives	Vocabulary	Fieldwork Skills
Where do I live? To develop knowledge of the location of significant places in the context of children's own locality. <i>L.O. To understand where I live in the local area and identify the human and physical features.</i>	Local area, address, observe, passport, distance, aerial view, route.	Use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas
My Classroom: to use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality. <i>L.O. To understand what our classroom looks like. • To look at aerial photographs.</i>	Compass, direction, fieldwork, map, symbol, house	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Where Is My School? To understand the sense of place in relation to home and school in the context of children's own locality/school. • <i>L.O. To locate our school in our local area.</i>	Capital city, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, Edinburgh, London.	
Fieldwork Around My School <i>L.O. To use simple fieldwork and observation skills to study the school To use simple fieldwork and observation skills to study the school. • To observe (look at) the school environment. To devise a simple map and use basic symbols in a key. • To draw a simple map.</i>		
How Do I Get to School? <i>L.O.To describe the location of features and routes on a map in the context of children's own locality/school. • To understand the route I take to school. To develop and follow directional vocabulary in the context of my own environment• L.O. To begin to recognise map symbols</i>		
L.O to use maps, atlases and globes to identify the UK, its countries and seas. L.O. to name and locate the four countries of the UK, their capital cities and surrounding seas.		

Geography: Human and Physical Features

Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to read and create simple maps	Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office. Town, countryside, pro, con, country, UK, island, capital city, landmark, population.	Use world maps, atlases and globes to identify the United Kingdom and its countries.
L.O. to use geographical vocabulary to describe human features (local landmarks)		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
L.O. to identify physical and geographical features of our local area and consider positives and negatives		
L.O. To understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom and a small area in a contrasting non-European country.		
L.O. To understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom and a small area in a contrasting non-European country.		

Geography: Weather

Learning Objectives	Vocabulary	Fieldwork Skills
L.O. I can understand what the weather is like in my country and I can look at the weather where I live.	Seasons, observations, record, temperature, thermometer, United Kingdom, affects, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate	Use world maps, atlases and globes to identify the United Kingdom and its countries and other countries.
L.O. I can understand the different seasons in the year. L.O. I can describe how weather can affect us.		
L.O. I can understand what weather forecasts show L.O. I can use key words to describe the weather		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
L.O. I can understand the dangers of weather		
L.O. I can understand what hot and cold countries are like. L.O. I can use a map to locate hot and cold places		

Year 2



Geography: My City/My Capital City



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to identify human and physical features of Sunderland	Use basic geographical vocabulary to refer to: key physical features, including; forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office. Specific to Sunderland: River Wear, Seaburn Beach, Marina, Harbour, Roker. Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
L.O. Use aerial photographs to devise a simple map of key features and landmarks in our capital city of London and construct basic symbols in a key		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
L.O. to identify human features of London and describe their position using compass direction, locational and directional language and map routes.		
L.O. to demonstrate changes of London through pictures and sketches		
L.O. to present information about a physical feature in London (Epping Forest, Thames, Chislehurst Caves, Wetlands)		

Geography: The United Kingdom



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom Scotland/Edinburgh	Use basic geographical vocabulary to refer to: key physical features, including:, forest, hill, mountain, soil, valley, vegetation,., key human features, including: city, town, village, factory, farm, house, office. Vocabulary specific to each capital cities features. Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey Continent (specific names), ocean (specific names)	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom Wales/Cardiff		
L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom Ireland/Belfast		
L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom Comparison including London/England		
L.O. to name and locate the world's seven continents and five oceans.		

Geography: The Kalahari



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use atlases, maps and globes to identify the location of the Kalahari desert in terms of country, continent. L.O. to understand the significance of its position in location to the Equator.		
L.O. identify key geographical features of the Kalahari using satellite/aerial views	Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
L.O. To make a comparison between the Kalahari and the UK	Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
L.O. to use map skills to locate the countries visited by Sunny in Meerkat Mail	Country, continent, equator, climate	
L.O. to use geographical knowledge about places visited to decide on the next suitable location for Sunny		

Year 3



Geography: The Rainforest (1)



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use a map to identify the Equator, the tropics and the areas of the world containing rainforests and to understand the significance of their position.	Climate, deforestation, equator, Tropic of Cancer, Tropic of Capricorn, tropical belt, humid, native tribes, species, weather, layers, canopy, emergent, understory, forest floor.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to be able to identify different global climate zones and describe the climate in the tropics.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to compare climates in the Rainforest and the UK		
L.O. to be able to describe key aspects of physical geography (Layers of the rainforest)		
L.O. to be able to describe key aspects of physical geography (Layers of the rainforest)		
L.O. to identify geographical similarities and differences by comparing the Amazon Rainforest with a Forest in the United Kingdom.		

Geography: The Rainforest (2)



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity (deforestation)	Climate, deforestation, equator, Tropic of Cancer, Tropic of Capricorn, tropical belt, humid, native tribes, species, weather, layers, canopy, emergent, understory, forest floor. Economic activity, settlement, land use Grid reference	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity and changes over time (deforestation)		Use four-figure grid references to build their knowledge of the UK and the wider world
Retrieval Lesson L.O. to use world maps to locate country, continent and city. L.O. to recall and give examples of human and physical features		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.		
L.O. to use fieldwork to observe, measure and record the human and physical features in the local area		
L.O. to use the 8 points of a compass and four figure grid references to build knowledge of the UK and the wider world		

Geography: Our Region



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to identify which region we live in (our counties)	Newcastle-Upon-Tyne, Gateshead, North and South Tyneside, Sunderland.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to use aerial photographs of Sunderland, Durham, Middlesbrough and Newcastle and identify physical and human features	County Durham, Northumberland, Teeside	Use four-figure grid references to build their knowledge of the UK and the wider world
L.O. introduce OS maps with attention to the symbols and introduce 4 figure grid references. L.O. to use maps to find out facts about each of the four cities	City, region, county, town, landmarks, population	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to use maps to find out facts about each of the four cities	Ordnance survey Grid reference	
L.O. to use information from maps and aerial photographs to produce fact files on four cities in our region		

Year 4



Geography: Counties



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to revisit learning on the four countries of the UK and their capital cities and consider human geography in terms of area, life expectancy and population	County (including names), area, life expectancy, population, region, rivers (including names), town, city	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<i>L.O. to be able to identify and locate the counties of the United Kingdom, their geographical regions and rivers.</i>		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
<i>L.O. to be able to identify and locate the counties of the United Kingdom, their geographical regions and rivers.</i>		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to be able to locate and identify towns and cities in the UK (and locate them in terms of their counties)		
L.O. to be able to locate and identify towns and cities in the UK (and locate them in terms of their counties)		

Geography: The Arctic Circle



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. To name the countries found within the Arctic Circle. • To explain why different seasons exist and what impact this has. L.O. to understand climate within the Arctic circle with reference to the position and significance of latitude, longitude, Equator, Northern hemisphere L.O. To illustrate how images can be used to convey meanings about people and places. • To compare and contrast people's views of the Arctic. L.O. To recognise and make connections between different places around the world. • To explain how people adapt to living in difficult places with reference to human and physical features. L.O. To recall different types of wildlife found in the Arctic. • To explain what impact seasonal change can have on a place and its wildlife. L.O. To explain why we should care about our environment. • To discover that the choices we make individually can make a difference.	Antarctica, Arctic, freezing, glacier, iceberg, ice floe, ice shelf, North Pole, pancake ice, South Pole, temperature latitude, longitude	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Geography: Rivers



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use maps, globes and atlases to locate key rivers of the UK. Use the eight points of the compass, symbols and key to build knowledge of rivers within the UK	Channel, dam, deposition, deposit, discharge, erosion, mouth, source, tidal bore, tributaries, valley	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to use maps, globes and atlases to locate key rivers of the world		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to be able to identify and explain the key features of a river system. L.O. to use field work to observe, measure and record and present the physical features in the local area using a range of methods		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To describe how rivers are used (Past and Present) River wear (Human geography)		
L.O. to describe the impact of damming rivers		

Year 5

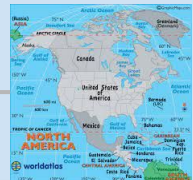


Geography: Greece



Learning Objectives	Vocabulary	Fieldwork Skills
<i>L.O to be able to locate Greece on a map and label key features</i>	Greece, Europe, continent, economy, trade, tourism, Greek Orthodox	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<i>L.O. To explore the climate in Greece in relation to its location</i>		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To Compare physical and human features of Greece and England		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To explain why Greece is a popular tourist destination		
L.O. To explore what Greeks enjoy eating and food export		

Geography: North America



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. To identify the countries of North America. To investigate and compare climates in North America.	Biomes, Northern Hemisphere, Southern Hemisphere, tropics, equator, taiga, tundra, desert, characteristics, vegetation belt, continent, Central America, State, settlement, land use	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. To explore the geographical features of North America.		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To explore the capital cities of North America.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. To explore the various time zones of North America and how these compare to other time zones around the world.		
L.O. To compare a region in the UK with a region in North America.		
L.O. To research the human and physical geography of a particular North American country.		

Geography: Scandinavia



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to be able to locate Scandinavian countries and major cities on a world map	Nordic, Scandinavian, climate zones, Northern Europe, temperature, seasons, daylight, glaciers, fjords	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to explore the climate and weather of Scandinavia		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. To explore the Physical features of Scandinavia		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to explore aspects of human geography of Scandinavia		
L.O. to be able to compare and contrast and area of the UK with an area in Scandinavia		

Year 6



Geography: Mountains



Learning Objectives	Vocabulary	Fieldwork Skills
What makes a mountain?		
L.O. to be able to identify the key physical characteristics of a mountain	Altitude, avalanche, crust, gorges, hyperthermia, tectonic plate Summit, outcrop, slope, snow line, valley, plateau, slope, tree line, ridge, foot, face	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to be able to locate the UK's countries and identify key mountain ranges using atlases, four and six figure grid references, and keys.		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to be able to locate the world's countries and identify key mountain ranges using atlases, four and six figure grid references, and keys.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to identify the position of a mountain range in terms of latitude, longitude, equator, northern hemisphere, southern hemisphere and Tropics of Cancer and Capricorn and the significance of this.		
L.O. to understand and compare climates on mountain ranges		
L.O. to understand geographical similarities and differences by comparing the Himalayas and Lake District, land use and how these aspects have changed over time.		

Geography: The Chocolate Trade



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to use maps, globes and atlases, the 8 points of the compass and six figure grid references to locate chocolate growing countries	Trade, fairtrade, import, export, climate, profit, farming, harvest, land use, natural resources, carbon footprint.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to study tropical climates including the impact of natural disasters on food production		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to understand the influence of climate , geographical location and water supply on food production		
L.O. to understand the Fairtrade movement (Human Geography - land use and economic activity)		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to understand human geography including types of settlement and land use, distribution of natural resources including energy, food minerals and water supplies.		
L.O. to create a map to show the journey of chocolate from plant to mouth (work our carbon footprint)		

Geography: Coastal Erosion



Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to explain how water and weather can change a landscape	Acidic, border, boundary, deposition, dissolve, erosion, weathering, physical weathering, chemical weathering, biological weathering, beach, cave, cliff, headland, natural arch, stack, skerry, spit, dune, lagoon, islet, sand island, tombolo, river estuary	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
L.O. to understand how coastal features are formed and identify coastal features of the UK		Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world
L.O. to understand how coastal features are formed and identify coastal features of the UK (focus on local area) L.O. to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
L.O. to explain how the coastal landscape can change over time		
L.O. to predict how physical factors might change the coastal landscape in the future.		