

	A1	A2	SPI	SP2	SUI	SU2
FS	<p><b>WEATHER observation ONGOING THROUGHOUT THE YEAR Barnaby Bear.</b> (<i>Geographical Association scheme links</i>) We will also explore seasonal changes through stories.</p>					
	<p>Places- School environment Observing/exploring new/familiar surroundings/environments</p> <p><b>Me and My World: Contrasting Environments</b></p> <p>We will be learning about our own immediate environment; Ecclesfield, asking questions about where we live. We will be comparing three environments; rainforest, savannah and Ecclesfield.</p> <p><i>(Geographical Association scheme links: Amazon adventure)</i></p> <p><b>40-60 Months: The World</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Look closely at similarities and differences between places.</p> <p><b>Key concepts:</b> place, physical geography, environment, animals <b>Strands:</b> Location, Place, Physical</p>		<p><b>Me and My World: Hot and Cold Places</b></p> <p>We will be learning about similarities and differences in relation to cold places and hot places; arctic and beach within our 'Commotion in the Ocean' theme. We will be identifying land and sea/ocean on a world map.</p> <p><i>Barnaby Bear in the Spring -</i></p> <ul style="list-style-type: none"> <li>Season of new life (plants and animal babies)</li> <li>Spring weather and more hours of sunlight               <ul style="list-style-type: none"> <li>Spring clothing</li> </ul> </li> <li>Leaves on trees (nature) - observe Japanese blossom</li> </ul> <p>Spring special days include:</p> <ul style="list-style-type: none"> <li>Easter</li> <li>Holi</li> </ul> <p><b>ELG: The World</b> Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Concepts:</b> place, environment, physical processes, animals <b>Strands:</b> Location, Place, Physical, Human</p>		<p><i>Barnaby Bear in the Summer -</i></p> <ul style="list-style-type: none"> <li>Longest hours of the sun's light</li> <li>Plants and animals at their most active</li> <li>Weather is usually warm and dry               <ul style="list-style-type: none"> <li>Popular summer activities                   <ul style="list-style-type: none"> <li>Summer clothing</li> </ul> </li> </ul> </li> </ul> <p><b>Me and My World: The Place Where I Live</b> Places- Ecclesfield</p> <p>- Comments and asks questions about the place they live - Use their imagination and curiosity to develop their appreciation of, and wonder at the World in which they live</p> <p><b>Concepts:</b> place, environment, physical processes, animals <b>Strands:</b> Location, Place, Physical, Human</p>	
	<p>Barnaby Bear in the <u>Autumn-</u></p> <p>Autumn Walk to investigate: Autumn- many</p>	<p>Barnaby Bear in the <u>Winter -</u></p> <p>Coldest season- associated with snow and freezing temperatures</p>				

<p>plants and animals start preparing for Winter (finding shelter, migrating, storing food, hibernating)                  Autumn - crops are harvested                  In Autumn, the hours of daylight lessen                  Weather in autumn                  Autumn is a time of transition - leaves - observe Portland Maple trees                  Autumn clothing                  Autumn special days include:                  Harvest Festival                  Halloween                  Bonfire Night</p>	<p>Hours of daylight reach their minimum                  Hibernation and animals who camouflage in the snow                  Winter clothing                  No leaves on trees (nature)                    Winter special days include:                  Christmas                  New Year</p>		
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Y1	<p><b>Where we live</b> (Lifestyle/Culture/Settlement) Local Area Study, around the school, local area of Ecclesfield</p> <p>We will be creating a map based on the route we took on our local walk. We will be using Google Earth and digi map to locate our own home on the map. We will be looking at our local environment (school) and our journeys to school.</p> <p>We will explore the area around our school with a focus on the physical and human features including the type of houses around our local area and any key landmarks and features. We will compare and contrast the features of different types of houses and buildings. We will use maps to explore compass directions and positional language to consider different routes and journeys we will take.</p> <p><b>DEPTH STUDY - our street</b></p> <p>(NC: <u>Geog Skills</u>: use simple compass directions (N, S, E and W) and locational and directional language to) describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks. Use simple fieldwork and observational skills to study geography of school and its grounds Use maps, atlases, globes to describe basic human and physical features <u>Human and Physical</u>: Use basic geographical vocabulary - key physical and human features)</p>	<p><b>The United Kingdom</b> (Transport/Journeys)</p> <p>We will be looking at famous homes in the United Kingdom with a focus on the capital cities (Edinburgh, Belfast, London, Cardiff) and their locations. We will compare them to features of our homes/houses looked at during our previous unit.</p> <p>We will continue to study the United Kingdom by exploring the four countries - England, Scotland, Wales and Northern Ireland.</p> <p>We will use maps to determine which mode of transport would be suitable to travel around the United Kingdom using directional language. We will locate train stations/airports/ferry ports etc. We will also consider the county of Yorkshire, thinking about where our parents/teachers live in comparison to Ecclesfield.</p> <p><b>DEPTH STUDY?</b></p> <p>(NC: <u>Locational Knowledge</u>: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>Geog Skills</u>: Use aerial photographs and plan perspectives to recognise landmarks. Use simple fieldwork and observational skills to study geography of school and its grounds. Use simple compass directions (N, S, E and W) and locational and directional language to) describe the location of features and routes on a map. <u>Human and Physical</u>: Use basic geographical vocabulary - key physical and human features)</p>	<p><b>Food around the World</b> (Trade/Culture/weather)</p> <p>To begin we will increase our knowledge of local and regional well known food, locating their origins (local/nolt local/regional)</p> <p>We will be exploring continents around the world with a focus on why certain foods grow in different countries . We will consider where the food that we eat comes from and how weather patterns can impact the growing of the food that we have access to. (Food miles - how far has food travelled to get to our plate?)</p> <p>We will look at the seasonal and daily weather patterns in the UK and reasons why we grow the food we do.</p> <p>We will explore the origin of cocoa beans in South America; rice in China and sugar canes in South East Asia and why it is grown in those countries.</p> <p><b>DEPTH STUDY?</b></p> <p>(NC: <u>Locational Knowledge</u>: name and locate the world's 7 continents, <u>Human and physical geog</u>: 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, use basic geographical vocabulary - key physical and human features) <u>Geog Skills</u>: use world maps, atlases and globes to identify the countries and continents)</p>
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<p><b>Skills:</b>          Develop knowledge about the United Kingdom and their locality          Understand basic subject-specific vocabulary related to human and physical geography          Begin to use geographical skills, inc. first hand observation to enhance their locational awareness</p>			
<p>Y2</p>	<p><b>Around the world</b>  <i>(Weather/Seasons/Location)</i></p>	<p><b>London</b> <i>(Location/Culture)</i></p>	<p><b>Africa</b>  <i>(Lifestyle/Culture/Settlement)</i></p> <p><b>Our Local Area</b></p>

<p>Locate all 7 <b>continents</b> (Europe, Antarctica, North America, South America, Africa, Asia, Australasia) on a world map, significant countries within and explore their <b>physical features</b> (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and <b>human features</b> (including: city, town, village, factory, farm, house, office, port, harbour and shop.)</p> <p>Name and locate 5 <b>oceans</b> (Atlantic, Indian, Pacific, Arctic, Southern) on maps.</p> <p>Hot and cold areas of the world in relation to the Equator/North/South poles</p> <p>(NC: <u>Locational Knowledge</u>: name and locate the world's 7 continents and 5 oceans <u>Geog. Skills</u>: use world maps and atlases <u>Human and physical geography</u>: vocabulary of features)</p> <p><b>Concepts</b>: Place, Scale, Physical processes, Human processes, Environments <b>Strands</b>: Location, Place, Geographical, Physical</p>	<p>Exploring UK and it's capital cities (Follow on from Y1)</p> <p>Locate London on the map, identify landmarks. Draw a map of London from a visual Find famous landmarks on a map Look at aerial photos of London Comparisons between London then and now Multi-cultural society</p> <p><b>DEPTH STUDY mapwork</b></p> <p>(NC: <u>Locational Knowledge</u>: name, locate and identify characteristics of a country and its capital city, <u>Geog Skills</u>: use world maps and atlases, use aerial photographs and plan perspectives to recognise landmarks and features. <u>Human and physical geography</u>: vocabulary of human and physical features)</p> <p><b>Concepts</b>: Place, Scale Interconnections, Environments <b>Strands</b>: Location, Place, Geographical, Human</p>	<p>Comparison of life in Kitui, Kenya, compared to Sheffield, UK. Compare - School, home, farming, healthcare and weather</p> <p><b>DEPTH STUDY children's lives</b></p> <p>(NC: <u>Locational Knowledge</u>: name and locate the world's 7 continents and 5 oceans <u>Place Knowledge</u>: understand geographical similarities and differences through studying the human and physical geography of a small area of UK and a small area of contrasting non-European country <u>Human and Physical Geog</u>: identify seasonal and daily weather patterns in the United Kingdom</p>	<p>We will explore the definitions of town/city/village and answer questions such as Where is our village? What is it like? What do people do for work? Finally, we will use fieldwork observations to investigate Ecclesfield and create our own maps using a key.</p> <p>(NC: <u>Geog Skills</u>: use maps, atlases, globes to describe basic human and physical features Use basic geographical vocab - key human features, Use simple fieldwork and observational skills Use simple compass directions (N, S, E and W) and locational and</p>
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<p><b>Skills:</b>                  Develop knowledge about the world                  Develop knowledge about the United Kingdom and their locality                  Understand basic subject-specific vocabulary related to human and physical geography                  Begin to use geographical skills, inc. first hand observation to enhance their locational awareness</p>				
<p>Y3</p>	<p><b>Egypt (non-European country)</b>                  (climate/transport/food)</p> <p>We will be locating Egypt on different maps and exploring the climate and the river Nile. We will also be exploring the human features of Egypt such as their</p>	<p><b>Life in cold climates</b>                  (Climate/environment / settlement)</p> <p>We will locate the <b>Arctic</b> and <b>Antarctic</b> on globes and maps. We will explore the <b>vegetation</b> in the Arctic. Then we will study the <b>settlements</b> and farming of <b>natural resources</b> in cold climates (e.g. energy - oil). We will look at 'the</p>	<p><b>Greece vs Egypt vs UK</b>                  (environment/land use)</p> <p>We will begin by looking at the location of Greece (a European country) and how this country is different/similar to Egypt (in Africa) and Scotland in the UK in relation to its <b>physical landscape and features</b> and its <b>human features</b>. We will use maps to identify geographical features such as <b>mountains</b> and identifying areas of lowland and highland. We will also compare <b>land use</b> through tourism.</p> <p><b>DEPTH STUDY: Land use</b></p>	<p><b>Rainforests - Amazon</b>                  (climate/environment/sustainability)</p> <p>We will be comparing the <b>climate</b> of Egypt (hot and dry) and Greece (seasonal) to that of the tropics, identifying the <b>Amazon Biome</b> and climate zones with particular focus on the tropics using maps and graphs. We will also locate Brazil as an area in South America and then focus on the rainforest within this area. We will also be looking at the rainforest and its physical features, mapping out the amazon rainforest, focussing on the Amazon river and comparing this to the River Nile.</p>

<p>settlements and farming along the River Nile.</p> <p><b>DEPTH STUDY:</b> <b>The River Nile</b></p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries <u>Human and Physical Geog</u>: describe and understand key aspects of physical geog: rivers, human geog: settlement and land use, economic activity) <u>Geographical Skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features given)</p> <p><b>Concepts:</b> Place, Space, Environments, Human and Physical processes <b>Strands:</b> Location, Physical, Human</p>	<p>Midnight Sun' in relation to <b>time zones</b> and day and night. We will look at life in cold climates for the inuits, animals and wildlife.</p> <p>Finally, we will look at the effects of climate change on cold climates.</p> <p><b>DEPTH STUDY: Life in cold climates (Arctic/Antarctic)</b></p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries using maps, identify the Arctic and Antarctic, and time zones (including day and night). <u>Human and Physical Geog</u>: human geog: types of settlements and land use, economic activity, distribution of natural resources, physical geography: climate zones and biomes) <u>Geograph. Skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features given)</p>	<p>(NC: <u>Locational Knowledge</u>: locate the world's countries, <u>Human and Physical Geog</u>: describe and understand key aspects of physical geog: mountains, human geog: settlement and land use, economic activity <u>Geographical Skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features given <u>Place Knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region of UK (Scotland), a region of a European country (Greece) and Egypt (Africa))</p> <p><b>Concepts:</b> Place, Space, Environments, Human and Physical processes, Interconnections <b>Strands:</b> Location, Physical, Human, Geographical</p> <p><i>Geographical Association scheme links: Mountains, volcanoes and earthquakes</i></p>	<p>The final aspects we will cover include: <b>Deforestation</b> and the cause and effect of cutting down the trees on the environment. <b>Sustainable living</b> - need for land, reasons for land use all linked to the consequences of deforestation.</p> <p><b>DEPTH STUDY: Brazil and the Amazon Rainforest</b></p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries <u>Geographical Skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features given <u>Human and Physical Geography</u>: physical geography including climate zones and biomes, human geog: settlement and land use, economic activity, <u>Place Knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region within South America (Amazon Rainforest/Brazil)</p> <p><b>Concepts:</b> Scale, Interconnections, Environments, Human and Physical processes <b>Strands:</b> Location, Place, Physical, Geographical</p> <p><i>Geographical Association scheme links: Biomes and Climates/ Amazon Rainforest / Amazon</i></p>
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	<p><i>Geographical Association scheme</i> <i>links: Rivers</i></p>	<p><b>Concepts:</b> Place, Space, Environments, Human and Physical processes <b>Strands:</b> Location, Place, Geographical</p> <p><i>Geographical Association scheme</i> <i>links: Living in a freezer</i></p>		
	<p><b>Skills</b> Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America) Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>			
Y4	<p><b>Stone age, Bronze age, Iron Age - Settlements</b> (settlement) Although our learning about this period of time is predominantly done through our history, we will use the Stone Age, Bronze Age and Iron Age to locate where the earliest evidence of the Stone Age was found on a map. We will also learn about the environment at the time to discover why they built settlements in certain places including Skara Brae and Stonehenge.</p> <p><b>DEPTH STUDY: Skara Brae's geographical location</b></p> <p>(NC: <u>Physical and Human Geog: human - types of settlements and land use. Geographical Skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features given</u>)</p>	<p><b>Where does Sheffield fit in the World?</b> (locality, environment, settlement)</p> <p>Firstly, we will remind ourselves about the continents and significant countries. We will locate Sheffield on a variety of maps and use geographical vocabulary to describe its location. We will also learn about the physical aspects of Sheffield, such as <b>rivers and hills</b>, and the human geography such as population and retail. We will then look at Sheffield in relation to other countries and compare Sheffield as a city to Rio</p>	<p><b>Water</b></p> <p>We will start by reminding ourselves about the main bodies of water around the world (e.g. the oceans and seas). We will learn about the <b>water cycle</b> and track the journey of a river from source to the mouth. Then we will look at water as a <b>natural resource</b> and explore the supply and demand of water in the UK and who owns the water we drink.</p> <p>For Ecclesfield Week, we will be researching the geographical and human features of the local area and how this might have been influenced by the Romans. We will use maps and digital technology and practise our geographical skills of using the 8 points of a compass and grid references. We will also create plans of the local area.</p> <p><b>DEPTH STUDY- Water as a natural resource</b></p> <p>(NC: <u>Physical and Human geography: Physical: water cycle, Human: types of settlements and land use, economic activity including trade links and the distribution of natural resources including water. Geographical Skills: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, use the eight points of a compass,</u></p>	

	<p><b>Concepts:</b> Place, Space, Environment  <b>Strands:</b> Location, Place, Human, Physical, Geographical</p>	<p>De Janeiro and Canberra looking at their population, land use and tourism prospects.</p> <p><b>DEPTH STUDY; Human and physical geography between Sheffield, Canberra and Rio De Janeiro</b></p> <p>(NC: <u>Locational Knowledge:</u> name and locate the world's countries and cities of the UK, geographical regions and their identifying human and physical characteristics  <u>Human and Physical Geog:</u> Physical geog: rivers, hills, human geography: types of settlement and land use, economic activity including trade links)</p> <p><b>Concepts:</b> Place, Space, Environment, Scale  <b>Strands:</b> Location, Place, Geographical, Physical</p>	<p>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><b>Concepts:</b> Place, Space, Physical processes  <b>Strands:</b> Physical, Human, Location, Place</p> <p>Geographical Association scheme links: Water</p>
	<p><u>Skills</u></p> <p>Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)          Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features          Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>		

Y5	<p><b>Anglo-Saxons and Vikings - The UK</b> (settlement, environment, culture)</p> <p>We are using maps to identify key European locations that were significant to the Anglo-Saxons and Vikings (such as Norway, Denmark, Scandinavia and Germany). As well as this, we will be studying the land use and settlements as a result of their invasion of the UK - identifying key human characteristics/features and how they have changed over time.</p> <p><b>DEPTH STUDY - Why the Vikings came to Britain</b></p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries, name and locate counties and cities of the UK, geographical similarities and differences of a region of the UK and a region in a European country <u>Human and Physical Geog</u>: key aspects of human geog: settlement and land use, economic activity, <u>Geographical skills and fieldwork</u>: use maps, atlases)</p> <p><b>Concepts:</b> Place, Space, Environment, Interconnections, Physical and human processes <b>Strands:</b> Location, place, human</p>	<p><b>Sheffield - (environment, culture)</b></p> <p>We are using maps to compare the development of Sheffield from pre-industrialisation to early 20<sup>th</sup> century. We will focus on land use, housing and population density.</p> <p><b>DEPTH STUDY - the impact of steel on the environment</b></p> <p>(NC: 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> <p><b>Concepts:</b> Place, Environment, Physical and human processes. <b>Strands:</b> Location, physical</p>	<p><b>Volcanoes and Earthquakes</b> (environment, settlement)</p> <p>We will start by locating the continents and oceans on OS maps. We will use the maps and case studies to learn about natural disasters such as volcanoes and earthquakes and where they occur (E.g. the Ring of Fire). We will explore the geographical region of the Pacific (specifically Indonesia, Japan and the city of San Francisco) and their identifying human and physical characteristics (such as settlement, land use, economic activity and accessibility to trade links) and exploring what increases the likelihood of natural disasters in certain regions - linking this to tectonic places. We will also explore the impacts of the natural disasters on the country/city and how this affects their economic prospects and access to food, water and other essential resources.</p> <p><b>DEPTH STUDY - humanitarian disasters</b></p> <p>Finally, we will study our local area of Ecclesfield. We will create sketch maps of the physical and human landscape and how this has changed over time. We will also be practising our geographical skills of grid references, using a compass and reading symbols/keys.</p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries, environmental regions, latitude/longitude <u>Human and Physical Geog</u>: describe and understand key aspects of physical geog:</p>
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			<p>volcanoes and earthquakes, human geog: settlement and land use, economic activity, <u>Geographical skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied , 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 ,use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.)</p> <p><b>Concepts:</b> Place, Environment, Physical and human processes.</p> <p><b>Strands:</b> Location, place, human, physical and geographical</p> <p>Geographical Association scheme links: Mountains, volcanoes and earthquakes</p>
	<p><u>Skills</u></p> <p>Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)</p> <p>Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features</p> <p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>		

<p>Y6</p>	<p><b>Geography of the Americas</b> (environment, culture, climate)</p> <p>We will begin by looking at key geographical locational knowledge such as locating continents, oceans, seas, the tropics, lines of longitude, latitude, northern and southern hemispheres, the Greenwich meridian and the equator.</p> <p>We will then be conducting an in depth study on Americas, looking in detail at what countries make up America, what states make up the USA, their climates and time zone differences..</p> <p>We will look in particular at Texas and how it has made its economic growth through farming and harvest.</p> <p>We will also be comparing the physical and human features of South west America and a region within the UK (Peak district)</p> <p><b>DEPTH STUDY / Geographical enquiry - Texas farming</b></p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries using maps to focus on Europe and North and South America , identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u>: understand geographical similarities and differences - study of region within North or South America and a region with UK</p>	<p><i>Although this term will predominantly be used for History - we will identify and locate the main countries involved in WWI and WW2 and understand how these countries have changed since over time.</i></p>	<p><b>Geography of Africa</b> (climate, environment)</p> <p>We will revise our learning on key geographical location knowledge from our learning about the Americas. We will then be conducting an in depth study on Africa, locating countries within Africa and comparing the city of Johannesburg with the city of Houston in Texas. We will also be looking in detail at climate, biomes (<b>the Savannah biome</b>) and vegetation belts of Africa.</p> <p><b>DEPTH STUDY/Geographical enquiry - Savannah biome</b></p> <p>Finally, we will study our local area of Ecclesfield and work on our Geographical skills and fieldwork by working with digimaps and OS maps and looking/creating graphs of the local climate - temperature and rainfall). We will explore the land use in Ecclesfield and surrounding areas (identifying how these have changed over time) and include where our energy comes from.</p> <p>(NC: <u>Locational Knowledge</u>: locate the world's countries using maps to focus on Europe and North and South America , identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian, counties and geographical regions of UK. Land use patterns - understand how some of these have changed over time.</p> <p><u>Human and Physical Geography</u>: Physical: climate zones, biomes and vegetation belt. Human: distribution of natural resources such as energy</p> <p><u>Geographical skills and fieldwork</u>: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ,</p>
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<p><u>Human and Physical Geog:</u> Physical - describe and understand climate zones, Human - land use and economic activity</p> <p><u>Geographical skills and fieldwork:</u> use maps, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Concepts:</b> Place, Space, Scale, Environments, Interconnections, Physical Processes, Human Processes</p> <p><b>Strands:</b> Location, place, human, physical, geographical</p> <p>Geographical Association scheme links: Latitude and Longitude - Americas</p>		<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world, use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies.)</p> <p><b>Concepts:</b> Place, Space, Scale, Environments, Interconnections, Physical Processes, Human Processes</p> <p><b>Strands:</b> Location, place, human, physical, geographical</p> <p>Geographical Association scheme links: Climate and biomes</p>
<p><u>Skills</u></p> <p>Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)</p> <p>Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features</p> <p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>		