

## Geography Whole School Units and Key Skills Checklist

**Essential Learning Objectives** (Chris Quigley):

- To investigate places
- To investigate patterns
- To communicate geographically

### **Year 3**

<b>National Curriculum Unit</b>	<b>Key Skills (to be covered during the year) (from CQ Milestones)</b>
An introduction to Rivers (Through Egypt- The Nile)	S4- Use maps, atlases, globes , to locate countries and describe features S11- Ask and answer geographical questions about the physical and human characteristics of a location. S13 -Describe and understand the key aspects of rivers
Climate Zones (Polar and Desert)	S1- Use 4 points of a compass and basic introduction to grid references (A, 4) with a focus on the UK. S3- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle. S4- Use maps, atlases, globes , to locate countries and describe features S5- Describe the key aspects of different climate zones S6- Create maps of locations identifying patterns such as climate zones
Local Area Study (UK)	S7- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom S8- Describe how the locality of the school has changed over time. S9- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs S10- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (including hills, mountains, cities, rivers, key topographical features and land-use patterns) and understand how some of these aspects have changed over time. S11- Ask and answer geographical questions about the physical and human characteristics of a location.

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### Year 4

National Curriculum Unit	Key Skills (to be covered during the year) (from CQ Milestones)
Mountains and The Water Cycle	S10- To describe the key aspects of the water cycle S11- To describe the key aspects of mountains
Europe (Specific country focus required!)	S1- Use 8 points of a compass , 4 figure grid references, symbols and keys (uk and wider world) S3- Use a range of resources to identify the key physical and human features of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. S4- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. S5- Name and locate the countries of Europe and identify their main physical and human characteristics. S6- Describe geographical similarities and differences between countries. S7- Ask and answer geographical questions about the physical and human characteristics of a location. S8- Explain own views about locations, giving reasons. S9- To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
The New Forest	S2 - Use Fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods. S1- Use 8 points of a compass , 4 figure grid references, symbols and keys (uk and wider world) S3- Use a range of resources to identify the key physical and human features of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

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### Year 5

National Curriculum Unit	Key Skills (to be covered during the year) (from CQ Milestones)
<p>North America to include Volcanoes and Earthquakes</p>	<p>S2- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>S4- Use a range of geographical resources to give detailed descriptions and opinions of the features of a location.</p> <p>S5- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>S6- To understand geographical similarities and differences through the study of human and physical geography of a region within North America</p> <p>S7- Name and locate the countries of North America and identify their main physical and human characteristics and changes over time and understand some of the reasons for geographical similarities and differences between countries.</p> <p>S12- Create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.</p> <p>S13- To describe the key aspects of volcanoes and earthquakes.</p>
<p>Fairtrade in the Caribbean</p>	<p>S11- Describe how countries and geographical regions are interconnected and interdependent.</p> <p>S8- Identify the distribution of natural resources including energy, food minerals and water of a named region.</p> <p>S9- Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>S3- Identify and describe how the physical features affect the human activity within a location.</p> <p>S10- Describe geographical diversity across the world.</p>
<p>Immigration, trade and settlement (short unit within Anglo Saxons/Vikings)</p>	<p>S12- Create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.</p> <p>S1- Use 8 points of a compass , 6 figure grid references, symbols and keys (UK and wider world)</p> <p>S14- To describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>

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### Year 6

National Curriculum Unit	Key Skills (to be covered during the year) (from CQ Milestones)
<p>South America (including Mexico)</p> <p>Biomes</p>	<p>S2- Understand Biomes and vegetation belts</p> <p>S6- Study the similarities and differences in human and physical geography of a region of South America, Identifying and describing how the physical features affect the human activity within this location and how they have changed over time.</p> <p>S7- Name and locate the countries of South America and identify their main physical and human characteristics.</p> <p>S9- Understand some of the reasons for geographical similarities and differences between countries.</p> <p>S0- Create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.</p> <p>S11- Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>S12- Describe geographical diversity across the world.</p> <p>S14- To describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>
<p>Maps and Mapping skills (Residential)</p>	<p>S1- Use 8 points of a compass , 6 figure grid references, symbols and keys (UK and wider world)</p> <p>S3- Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>S4- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>S8- Fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods.</p> <p>S5- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p>

