



# **Milton Mount Primary School**

**Geography** Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

# Year 1

Year 1 Autumn (weather- ongoing) to be reviewed for next academic year.	
<b>Challenge</b>	How does the weather change in different seasons? How does a summer's day in Crawley compare with a winter's day? Are our seasons changing?
<b>Knowledge</b>	<p><b>Locational Knowledge</b> know and locate the hot and cold places in the world</p> <p><b>Place Knowledge:</b> Identify and describe seasonal and daily weather patterns in the UK</p> <p><b>Physical/Human Knowledge:</b> – identify the four seasons- Compare weather charts. Know and identify physical features of the local area, and the UK.</p>
<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions</p> <p><b>Collecting and Interpreting:</b> Observe and collect information and data using fieldwork, photographs, charts</p> <p><b>Analysing and Communicating:</b> Construct simple weather maps using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating:</b> Express views about the people, places and environments studied in an oracy activity.</p>
<b>Skills</b>	Begin to develop geographical language to make observations about weather;
<b>Vocabulary</b>	Hot – cold – season – Spring – Summer – Autumn – Winter – change
Year 1 Spring	
aerial images, diagrams, globes, atlases, simple weather maps or age-appropriate graphs or through writing, and labelled diagrams, , topographical scale plans; to describe the local features on map and to move around the school grounds as well as the locality Apply mapping skills to the features that we can see on a walk from school to Grattons Park and the shops -use digital mapping, and the features of Pound Hill to evaluate whether our town is a great place to live- pupils know basic geographical vocabulary to refer to key physical features	
<b>Challenge</b>	How does a map show us the way? What does a journey around Pound Hill look like? Where is my school located?
<b>Knowledge</b>	<p><b>Locational Knowledge:</b> Name, locate, <b>identify</b>, capital cities, Brighton and Crawley in the United Kingdom. (use flags as part of the display)</p> <p><b>Place Knowledge:</b> -look at aerial maps and Digimaps of our school and the local area. Begin to use simple locational/directional language eg near, far, up, down, left, right, forwards, backwards (maths link)</p> <p>Know the four main compass directions – North, South, East and West. Introduce a map of the school.</p> <p><b>Physical and Human Knowledge:</b> Name key physical and human features- hill, trees, stream, river, forest, high, low -describe these features in relation to each other- using basic geographical vocabulary.</p> <p>Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK. eg: city, town, village, house, office, and shop. (refer to local area)</p> <p><b>Local Fieldwork:</b> Begin to use simple fieldwork and observational skills to study the geography of the school grounds and local area (e.g., taking photos, sketches and labelled maps.)</p>
<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions about the physical and human features of our school and the local area.</p> <p><b>Collecting and Interpreting:</b> Observe and collect information from fieldwork on Year 1 walk.</p> <p><b>Analysing and Communicating:</b> Construct simple maps using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating:</b> Talk about the similarities and differences of physical and human geography in the local area</p> <p><b>Local Fieldwork:</b> Begin to use simple fieldwork and observational skills to study the geography of the local area (e.g. taking photos, data collection,)</p>
<b>Skills</b>	Begin to develop geographical language to make observations of the school grounds and the locality, to compare location of features on a map – use compass directions to name features on a map.
<b>Vocabulary</b>	compass- map- directions – north – east – south – west – field -wood -stream – park -road – shops – town – country- city – town -village house- to refer to key physical features of the local area and the UK, including: forest, hill, mountain, sea, ocean, river valley,
Year 1 Summer	
<b>Challenge</b>	Where are the seven continents and five oceans in the world? Where will we go to find seven animals on seven continents? Which animal lives in a hot place? A cold place? How different are their homes?
<b>Knowledge</b>	<p><b>Locational Knowledge:</b> Recap- the four counties/ north and south/east and west/ north and south pole. (on display) Locate the seven continents and the five oceans using digimap.</p> <p><b>Place Knowledge:</b> Locate and <b>label</b> the North and South- Identify that the North and South poles are cold and the equator is hot - compare the hot and cold areas of the world with the equator and identify on a map focus on Nigeria-identify where Nigeria is in relation to the United Kingdom</p> <p><b>Physical and Human Knowledge,</b> Use globes, maps and atlases to find the equator, create a story map using the basic physical and human features of Nigeria.</p> <p><b>Mapping Skills</b> Use digital mapping to create a map which shows where different animals live in Nigeria in relation to its physical and human features</p>
<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and respond to questions about the physical and human features of Nigeria,</p> <p><b>Collecting and Interpreting:</b> Observe and collect information and data from, aerial images, s, globes, and atlases.</p> <p><b>Analysing and Communicating:</b> Construct simple maps, labelled diagrams, and through writing using appropriate geographical vocabulary.</p> <p><b>Evaluating and Debating:</b> Express own views about the similarities and differences between Crawley and Lagos.</p>
<b>Skills</b>	Know how to locate world features on a map-know how to use an atlas or a map to find a location in the world. -Recognise and locate Nigeria on maps and atlases.
<b>Vocabulary</b>	Map -atlas -globe – continent – country - ocean equator -North Pole, South Pole.

## Year 2

Year 2 Autumn	
<b>Challenge</b>	Not taught
<b>Knowledge</b>	
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	
<b>Vocabulary</b>	
Year 2 Spring	
<b>Challenge</b>	<p>What makes Crawley a special to live?</p> <p>What will the differences be between this month's weather in Crawley and the weather in Nigeria?</p> <p>How can a compass take us on a flight from Gatwick to Lagos, Nigeria?</p>
<b>Knowledge</b>	<p><b>Locational Knowledge:</b> Name and locate the countries and capitals of the UK and identify key landmarks in the local area Use simple locational/directional language and the four main compass directions) to describe the physical and human features as well as their location on a local map, and follow/create a route in the local area.</p> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Locate Crawley in relation to the South East of England and identify how land is used in the local area</li> <li>-Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area</li> </ul> <p><b>Physical and Human Knowledge</b></p> <ul style="list-style-type: none"> <li>-identify how land is used in different locations in and around Crawley and Gatwick</li> </ul> <p><b>Fieldwork/Mapping Skills:</b> Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area</p>
<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions about the physical and human features of our school and the local area</p> <p><b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photographs, aerial images, diagrams, globes, atlases, simple maps and charts</p> <p><b>Analysing and Communicating:</b> Analyse and communicate information by constructing simple maps, labelled diagrams, age-appropriate graphs, and through writing using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating:</b> : Express own views about the similarities and differences of physical and human geography</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-know how to use digimaps to find and compare the key physical and human features of our area</li> <li>-know how to use directional language and be able to apply it to map work</li> <li>-know how to use photographs and aerial pictures to identify physical and human features</li> <li>- know how to locate Gatwick Airport on a map and know more how to use geographical vocabulary to compare Nigeria with Crawley</li> <li>-know and to find and use weather data</li> <li>-know how to carry out a survey to investigate the local area</li> </ul>
<b>Vocabulary</b>	Atlantic Ocean- English Channel – North Sea – Bristol Channel – England – Scotland – Wales – Northern Ireland - North Downs – South Downs – The Weald – climate – urban – rural – town – village – chalk hills – cliffs: Beachy Head and the Seven Sisters- the Weald- North, South, East and West: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Year 2 Summer	
<b>Challenge</b>	<p>Where would a trip to Nigeria take you?</p> <p>What will the differences be between this month's weather in Crawley and the weather in Nigeria?</p> <p>How can a compass take us on a flight from Gatwick to Lagos, Nigeria?</p>
<b>Knowledge</b>	<p><b>Locational Knowledge:</b> Draw and locate the continents, <b>with a focus on the countries of West Africa, specifically Nigeria</b></p> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>-know and understand that Nigeria is located in West Africa and that it shares land borders with Benin, Chad and Cameroon</li> <li>- identify and locate the different physical and human features of Nigeria</li> </ul> <p><b>Physical and Human Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Identify and locate Nigeria in relation to the earth's poles and the equator and use this knowledge to make comparisons with local weather</li> <li>-Compare and contrast key physical and human features of South Downs with <b>Cross River National Park/Kainji National Park</b></li> <li>-Use geographical vocabulary to refer to the physical features of the Cross River National Park including</li> </ul> <p><b>Mapping Skills:</b></p> <ul style="list-style-type: none"> <li>-use an atlas to locate hot and cold places and 'zoom' in to introduce other local factors such as altitude eg Cross River is hot and wet - it is north of the equator</li> <li>-Map and describe places- link vocabulary and spatial knowledge to places studied eg Nigeria is north of the Equator.</li> <li>-use digital mapping to compare urban and rural ways of living in Nigeria</li> </ul>

<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions about the physical and human features of our school and the local area</p> <p><b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photographs, aerial images, diagrams, globes, atlases, simple maps and charts</p> <p><b>Analysing and Communicating:</b> Analyse and communicate information by constructing simple maps, labelled diagrams, age-appropriate graphs, and through writing using appropriate geographical vocabulary</p> <p><b>Evaluating and Debating:</b> Express own views about the similarities and differences of physical and human geography</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-know how to find the countries of Africa on a map</li> <li>-know how to use a map to compare and contrast the physical and human features of Nigeria with those in the South East of England</li> <li>-know how to use keys and symbols on map to construct basic a basic map</li> <li>-know how to identify the different physical features and vegetation of two contrasting National Parks in Nigeria</li> </ul>
<b>Vocabulary</b>	<p>Land border – Benin – Chad – Cameroon - deserts -savannah – jungle- mountain – rainforest -swamp-plain-grassland-airport-settlement – valley-vegetation- Cross River and Kanji National Park – Kainji National Park – lake- reservoir-sandstone- tropical rainforest, mangrove swamps and the coast- beach, cliff, coastforest, hill, mountain,sea, ocean, river- -soil, valley, vegetation – city, town, village, factory, farm, house, office, port, harbour and shop</p>

## Year 3

Year 3 Autumn (Example)	
Challenge	
Knowledge	
Disciplinary Knowledge	
Skills	
Vocabulary	
Year 3 Spring	
Challenge	<p>What makes a mountain?            Why does Italy shake and roar?            How do the people of Etna or Vesuvius live in the shadow of a volcano?</p>
Knowledge	<p><b>Location Knowledge:</b>            -identify the countries of the world with a focus on <b>Europe: its major physical and human features, countries and major cities and their environmental regions</b>            -know the names of some of the counties of England with a specific focus on the South-East of England            -identify the mountain ranges across the seven continents and investigate the highest mountains on all four continents of the world in relation to the equator            -recognise the major volcanoes around the Mediterranean including Vesuvius and Etna</p> <p><b>Place Knowledge:</b>            - discover the geographical similarities and differences between a study of a mountainous region of the United Kingdom and a volcanic region of Italy through types of settlement, land use, economic and trade links            -Compare and contrast the advantages and disadvantages of farming and living in Vesuvius'/Etna's shadow</p> <p><b>Physical and Human Geography:</b>            -discover the impact of altitude on plants and animals and the changes within an alpine biome            -create model of a mountain to show the height of land            -Discover the key features of the earth's crust            -build, label and describe the key features of volcano</p> <p><b>Mapping Skills:</b>            - Investigate major physical features and mountain ranges of the UK, map and compare to global ranges.</p> <p><b>Fieldwork:</b>            -Virtual visit to a Mountain</p>
Disciplinary Knowledge	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions using evidence to support answers  <b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and charts.  <b>Analysing and Communicating:</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary  <b>Evaluating and Debating:</b> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others            Fieldwork – observe and evaluate a volcano through a virtual reality visit</p>
Skills	<p>-name and locate a wider range of places in their locality and in the world            use pictures, photographs, maps, atlases including digital maps and other geographic sources of information – use 4 and 8 points of the compass – know how to make a scaled drawing – use letters/ simple co-ordinates to identify the features on a map – understand the role of a key on a map and create own topographical map using a key -know how to locate a location in Europe and follow a route with accuracy – know how to find country boundaries on world maps and county boundaries in maps of the UK – know how to draw a sketch map of a mountain</p>
Vocabulary	<p>Mountain range – mountain peak – summit – base – ridge – slope – face – side – altitude – height – valley – stream – lake – forest – fold mountains - volcanic mountains – topography – height – altitude – tectonic plates – lava – crust- mantel – outer core – inner core – land use – scale – key – topography – boundary</p>
Year 3 Summer	
Challenge	
Knowledge	
Disciplinary Knowledge	
Skills	
Vocabulary	

## Year 4

Year 4 Autumn	
Challenge	
Knowledge	
Disciplinary Knowledge	
Skills	
Vocabulary	
Year 4 Spring	
Challenge	<p>What is a river?            What are the features of a river?            How is our local area shaped by the Gatwick Stream?</p>
Knowledge	<p><b>Physical and Human Geography:</b>            -Know what a river is and be able to identify its features            -Investigate the physical, natural and human features of the River Danube</p> <p><b>Location Knowledge:</b>            - Identify the major rivers of the UK including the Thames, Severn, Wye, Ouse, Mersey <b>as well as the oceans and seas that they flow into</b>            -identify some of the major rivers of Europe including the Danube, locate their <b>source and mouth</b></p> <p><b>Place Knowledge:</b>            - identify the key topographical features of the River Mole            - Identify how land use has changed over time by studying the course of the Gatwick Stream from Worth Abbey through Three Bridges, Gatwick to the River Mole</p> <p><b>Mapping Skills:</b> Create a land-use map of their local area with a key and symbols and annotated sketches or photos (including aerial photographs) to investigate how land-use in and around Crawley and Gatwick impacts the Grattons Stream and the River Mole            introduce 4/6 fig co-ordinates            Link to PSHE – ‘The World Came to My Place Today’ use digimaps to discover where our everyday goods come from, the distance they travelled environmental impact</p> <p><b>Fieldwork:</b>            Grattons Stream investigation</p>
Disciplinary Knowledge	<p><b>Asking and Answering Questions:</b> Ask and respond to geographical questions using evidence to support answers  <b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed            Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.  <b>Analysing and Communicating:</b> Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary  <b>Evaluating and Debating:</b> Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.            Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.            mountain ranges and rivers – the topography of the South-East of England – location and journey of the River Mole – how the River Mole has changed Crawley and Gatwick – name and locate a wider range of places in their locality and the world including some significant physical and human features</p>
Skills	<p>-map skills including digital mapping to identify <i>more</i> of the countries of the world            - use 8 points of the compass and 4 figure grid references            - use <i>more</i> symbols and keys            - through fieldwork observe the Grattons stream and record the features of the local area on a sketch map            -use digimaps</p>
Vocabulary	Northern hemisphere, southern hemisphere, continents, hills, mountains, coasts rivers, topography, source, stream, waterfall, tributary, floodplain, meander, erosion, map North East, South East, South West, South East, 8 compass points, , ordinance survey map, grid reference, sustainability
Year 4 Summer	
Challenge	
Knowledge	
Disciplinary Knowledge	
Skills	
Vocabulary	

## Year 5

### Year 2 Autumn

<b>Challenge</b>	
<b>Knowledge</b>	
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	
<b>Vocabulary</b>	

### Year 5 Spring

<b>Challenge</b>	<p>Why does the Amazonian climate matter to the rainforest?          How does deforestation impact the global environment?          How do the lives of people in the Brazil compare to the people of the UK?</p>
<b>Knowledge</b>	<p><b>Locational Knowledge:</b>          -identify the countries of the world with a focus on South America, its relation to the North/South Pole and its major physical and human features including rivers as well as countries, major cities and their environmental regions          -understand the different climate zones of the world - tropical, temperate and polar including the significance of the Tropics of Cancer and Capricorn          -identify and compare Brazil's key human, physical and topographical features</p> <p><b>Place Knowledge:</b>          -know key elements of physical geography within Brazil including: climate zones, biomes and vegetation belts          -use climate data to analyse the amount of sunshine and rainfall in the Amazon          -know the features of the layers of the rainforest and investigate the tropical rainforest biome, the plants, animals, vegetation and layers that make up the forest and the role of forest has in absorbing carbon dioxide emitted by human activity - focus on deforestation</p> <p><b>Physical and Human Geography:</b>          - know the geographical similarities and differences through the study of the human geography of Manaus and the Yanomami Tribe settlement – Compare and contrast Manaus/Amazonas with London/South of England by comparing and contrasting trade links and the distribution of natural resources (including energy, food minerals and water)</p> <p><b>Mapping Skills:</b>          Investigate and map natural resources around the world and discuss impacts of human activity.          Map regions of Amazon with a focus on the Manaus, and map impacts of farming on the rainforest</p>
<b>Disciplinary Knowledge</b>	<p><b>Asking and Answering Questions:</b> Ask and investigate geographical questions, suggesting enquiries to test them.  <b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate method to record evidence as needed and provide reasons for this.          Understand that geographers learn about the world by observing and collecting data and information.          Understand that knowledge about the world can be revised as we collect new data and information.  <b>Analysing and Communicating:</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.          Choose an appropriate method o communicate information and give reasons for this.  <b>Evaluating and Debating:</b> Express their own views about the people, places and environments studied, giving reasons.          Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.          Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</p>
<b>Skills</b>	<p>Name and locate and increasingly wide range of places in the world which are both of global and topical significance – describe, identify and explain the key human and physical features of South America and explain how these features impact the geography of Brazil – Begin to analyse climate and deforestation data to explain its impact on Brazil – Ask and answer causal questions such as Why is deforestation a global challenge?- observe, measure and record human and physical features using sketch maps, graphs, plans and digital mapping –be able to select which maps to use – express own ideas and opinions on global and local issues including the use of fossil fuels and renewable energies in the UK and South America – Select appropriate methods (maps, plans, graphs) when expressing geographical information – use 4 figure co-ordinates and 8 figure compass points – draw a sketch map using symbols and a key</p>
<b>Vocabulary</b>	<p>Biomes- climate zones-the equator-tropics-hemispheres-longitude and latitude- sub/tropical- terrain- import-export- leisure- inches (rainfall), kilometre- resources (natural), rainforest-urbanisation-population-pollution,flora/fauna- vegetation-networks-minerals-energy -trade- renewables- push -pull – housing – education – poverty gap - <b>emergent layer, canopy,understorey, forest floor</b></p>

### Year 5 Summer

<b>Challenge</b>	
<b>Knowledge</b>	
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	
<b>Vocabulary</b>	

# Year 6

Year 2 Autumn	
Challenge	
Knowledge	
Disciplinary Knowledge	
Skills	
Vocabulary	
Year 6 Spring	
Challenge	<p>What are the economic benefits of tourism on the South Downs National Park?            How are National Parks trying to be more sustainable?            How is Yellowstone a hot spot?</p>
Knowledge	<p><b>Spring 1</b>  <b>Locational Knowledge:</b>            -identify the countries of the world with a focus on the UK , its major physical and human features including rivers as well as countries, major cities and their National Parks            -know the position, significance of latitude and longitude, the Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemisphere, Arctic and Antarctic Circle, the Greenwich and Prime Meridian and time zones            -know and understand how and why National Parks have protected status and identify the NPs of the United Kingdom</p> <p><b>Place Knowledge:</b>            -Know the location, climate, and key geographical features of the South Downs NP</p> <p><b>Physical and Human Geography:</b>            -be able to identify contour lines to determine the height of land in high elevation and low elevation National Park            - investigate the role of tourism in the South Downs and its positive and negative impact on natural resources, economic activity and the environment            -look at the challenges of global warming and extreme weather events on the National Park eg coastal erosion/deforestation</p> <p><b>Time Zones and Biomes in Yellowstone NP</b>            -use atlases and climate maps to identify and compare global biomes and to investigate how climate and vegetation are connected in each biome            - use the eight points of a compass, six figure grid references maps, symbols and keys            -explain some ways biomes including oceans are under threat and how they can be protected</p> <p>Fieldwork:  <b>Mapping Skills:</b>            -identify height and relief and explore how a key shows the height of land</p> <p><b>Spring 2</b>  <b>Locational Knowledge:</b>            -identify the location, area, climate and size of Yellowstone/Yosemite National Park            -compare and contrast these National Parks, how and why they are different and how and why climate and economic development affects them</p> <p><b>Physical and Human Geography:</b>            -know what a biome and understand the relationship between latitude and longitude, and world biomes            - identify biomes within Yosemite/Yellowstone            -be able to describe the landscape and climate of contrasting biomes            -understand that an area of the world characterised by certain plants is called a vegetation belt</p> <p><b>Place Knowledge:</b>            -know and understand time zones (including day and night) across North America in relation to the Prime Meridian and latitude and longitude</p> <p><b>Mapping Skills:</b>            -create a scaled map of the regions of North America and the biomes and climate zones within it</p>
Disciplinary Knowledge	<p><b>Asking and Answering Questions:</b> Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p><b>Collecting and Interpreting:</b> Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate method to record evidence as needed and provide reasons for this.            Understand that geographers learn about the world by observing and collecting data and information.            Understand that knowledge about the world can be revised as we collect new data and information.</p> <p><b>Analysing and Communicating:</b> Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.            Choose an appropriate method to communicate information and give reasons for this.</p> <p><b>Evaluating and Debating:</b> Express their own views about the people, places and environments studied, giving reasons.</p>

	Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.
<b>Skills</b>	Fieldwork skills within the South Downs National Park – 6 figure mapping and 8 points of the compass skills – measuring and recording land use – sketch maps of human activity in the South Downs
<b>Vocabulary</b>	Elevation – moorland – topography – contours – height – relief- landscape – coastline – resources – climate – economy – renewable energy – environment – contours – relief - Chalk hills, floodplain, river valleys, downland, farmland, heathland, coastal plain, shoreline, river basin-biomes – vegetation belts – longitude – latitude- Prime Meridian – time zones – Tropics and Cancer and Capricorn -
<b>Year 6 Summer</b>	
<b>Challenge</b>	
<b>Knowledge</b>	
<b>Disciplinary Knowledge</b>	
<b>Skills</b>	
<b>Vocabulary</b>	