

Curriculum Mapping

Topic	National Curriculum	Skills	Vocabulary	Knowledge
<p>My Sense Of Place - Where In Greater Manchester Is Standish?</p>	<p><u>Location Knowledge</u> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p><u>Geographical Skills and Fieldwork</u> To 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</p>	<p>Use the 8 compass points. Understand how geographical features are marked on a map. Design questions and studies to conduct in the local area. To use 4 figure grid references Undertake surveys. Conduct investigations. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way</p>	<p>North North East East South East South South West West North West Compass points Key Symbol Four Figure Grid references Surveys</p>	<p>To know that Standish is in the North West of England. To know that Standish is in the county of Greater Manchester. To know the 8 compass points. To know what a key is and how to interpret it effectively. To know some of the symbols and features of different maps. To know what four figure grid references are. To know what a survey is.</p>

Curriculum Mapping

	<p>United Kingdom and the wider world. To 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, plans and graphs, and digital technologies.</p>	<p>using keys to make data clear. Draw conclusions from the data.</p>		
<p>Who Lives In Antarctica?</p>	<p><b><u>Location</u></b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>	<p>To find lines of longitude and latitude on a map. To find hemispheres on a map. Successfully plot four-figure grid references at the point where the vertical and horizontal line</p>	<p>climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude</p>	<p>To know what lines of latitude and longitude are, giving an example. To understand that the Northern and Southern Hemispheres experience seasons at different times. To define what climate zones are. To understand Antarctica has a polar climate made up of ice sheets, snow and mountains. To know Antarctica's location in the</p>

Curriculum Mapping

	<p>environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b><u>Place</u></b> <b><u>Human and Physical</u></b> Describe and understand key aspects of:</p>	<p>meets. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map To begin to use the eight points of a compass, following at least four of them Recognise and describe features on their school grounds from an aerial map.</p> <p>Draw a map of the route they take on an expedition.</p>	<p>treaty</p>	<p>far south of the globe. To know that tourism and research are the two main reasons people visit Antarctica. To know equipment researchers might use and clothes they wear. To know some of the research carried out in Antarctica. To know the outcome of Shackleton's expedition. To begin to recall the eight points of a compass, following at least four of them.</p>
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Curriculum Mapping

	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate</p>			
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Curriculum Mapping

	<p>countries and describe features studied</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</p> <p>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, plans and graphs, and digital technologies.</p>			
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Curriculum Mapping

<p>What Is Life In The Alps Like?</p>		<p>Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</p>	<p>atlas climate climate change coniferous trees data deciduous trees enquiry</p>	<p>To know where the Alps are. To know what a mountain is and the different parts. To know how a mountain is formed? To know and describe the physical and human features of Innsbruck. To know the human and physical geography of their local area and Innsbruck.</p>
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Curriculum Mapping

<p>Where Does Our Food Come From?</p>	<p><b>Locational knowledge</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p>Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. Suggest and consider a change people can make to reduce the negative impact of food production.</p>	<p>air freight          carbon footprint          consume          distribution          export          fertiliser          food bank          food miles          grant          import          pesticides          produce          qualitative          quantitative          reliability          responsible trade          sample size          scale bar          seasonal food          source          sustainability          trade          trend</p>	<p>To know what climate is.          To know what a biome is.          To know what vegetation belt is. Identify that different foods grow in different biomes and say why.          To know and explain which food has the most significant negative impact on the environment.          To know strategies to make trading responsibly.          To know that food imports can be both helpful and harmful.          To know the journey of a food on its way to the UK (cocoa bean.).</p>
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Curriculum Mapping

	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b> <b>to</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Human and physical geography</b> Human geography, including: types of settlement and land use, economic activity</p>			
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Curriculum Mapping

	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b> To 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, plans and graphs, and digital technologies. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a</p>			
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Curriculum Mapping

	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			
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