



Curriculum Intent for Geography

EYFS

Area of Learning and Development- Understanding the World

ELG: People, Culture 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.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

ELG	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
People, Culture and Communities	To know the name of Oare village as well as other places known to us. To know about features of the immediate environment. To know that there are many countries around the world.	To know that people around the world have different religions.	To talk about Chinese New Year and learn some of the important traditions for people who celebrate. To learn about Persian New Year.	To take part in the Easter parade and sharing daffodils with people in our local community	To know that people in other countries may speak different languages (making connections to children and families within our school and others that we may know) To know about people who help us within our local community	To know that people in other countries may speak different languages (learn simple greetings in a range of languages from around the world, including BSL) To know that simple symbols are used to identify features on a map To look at maps of our school and the local area
The Natural World	To ask questions about the natural environment. To respect and care for the natural environments To begin to notice changes in the natural environment around us.	To know about features of the world and Earth	To know some important processes and changes in the natural world	To know about features of my own immediate environment and how they might vary from another	To know about different habitats	To harvest grown fruit and vegetables To know some important processes and changes in the natural world.
Tier 3 Vocabulary	globe, world, hibernation, environment, United Kingdom, Wiltshire, England, Scotland, Wales, Northern Ireland, ocean, land, North Pole, South Pole, compass, mapping, investigate, mountains, volcano, country,					
Fieldwork opportunities	Forest school provision, village walks- daffodil, awe and wonder, winter walks					

Year A Skylarks

Key Question	Why are we in awe of Oare?	The United Kingdom: What do we know about our island home and how do the countries compare?	How does our weather change throughout the year?
Primary and Secondary Concepts :	Locational Knowledge, Geographical skills and fieldwork Place, Mapping and Geographical Data, Human processes and features, Location,	Geographical skills, Place knowledge Location, Place, Cultural Understanding and Diversity.	Human and physical Geography, Geographical skills and fieldwork Climate
Substantive Knowledge	Go on a village walk. Identify and find the main features of the village. Discuss the main features and why they are important in a village. Identify the human and natural	Country studies of 4 countries of the U.K. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Identify the seasons of the UK and linked seasonal patterns throughout the year.

	features of the village. Find, identify and discuss similarities and differences. Identify the human and natural features in the school grounds. Identify how the locality of school has changed over time. Study maps and aerial images of the village. Study the local river and the Kennet & Avon canal. Identify different types of houses. Investigate features of different settlement types. How are cities, towns and villages different to live in? Use basic geographical vocabulary to refer to: key physical features, including, forest, hill, river, soil, vegetation, season and weather Use basic geographical vocabulary to refer to -key human features, including: city, town, village, farm, house, office and shop.	including location, capital cities, flags, culture, currency. Investigate similarities and differences between the nations. Use basic geographical vocabulary to refer to: -key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Make observations about the weather and discuss how this differs throughout different seasons. Begin to understand how to record and measure the weather Create a weather station and monitor weather of our locality over a period of time.
Disciplinary Knowledge	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Explain own views about locations Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. 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.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Ask and answer geographical questions. Explain own views about locations, giving reasons. -pictorial survey of what you see on forest walk- rural features.	Use simple fieldwork and observational skills to study the climate of their school. Use simple fieldwork to observe, measure record and present geographical information.
Suggested Debate	It is better to live in the country.	The four countries of the UK are more different than the same.	Winter is the best season.
Tier 3 Vocabulary	Settlement, city, town, village, human features, physical features, map, rural	Place, countries, capital cities	Climate, seasons, weather
Fieldwork opportunities	Village walk- main features of the village- human and natural. Forest School. Weather Station. Railway and canal visit (history link) Pictorial survey of what you see on forest walk- rural features.		

Year B Skylarks

Key Question	Where in the World are we and how do we compare to Kenya?	What is a desert and are they always hot?	What is life like on an island home?
Primary and Secondary Concepts	Place and locational Knowledge Place, Location, Cultural diversity and understanding, Climate	Human and physical Geography Place, Location, and Climate	Human and physical Geography, Geographical skill and fieldwork Mapping and Geographical data, Human and Physical processes.
Substantive Knowledge	Name and locate the world's seven continents and five oceans Revisit Year 1 learning about the UK and where we live. Use brochures, websites and information books to research Kenya. Investigate and identify the human/physical geography of Kenya. Use atlases and maps to find Kenya, Nairobi and other cities, mountains	Revisit learning of the names and locations of the world's seven continents and five oceans. Investigate, identify and learn about five climate zones Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify seasons and weather in hot and cold deserts. Introduce diurnal	Use the Katie Morag text to investigate the fictional island of Struay and actual island of Coll. Use maps to locate where we live in relation to Struay/ Coll. Use and interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs.

	<p>and rivers.-Learn about life in Kenya and develop greater understanding of similarities/ differences to their own lives. Compare urban and rural Kenya with Urban and rural UK including Oare. Link to Chumvi club.</p> <p>-use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>differences. Investigate the characteristics of Arid climates and how they affect living conditions. Identify key physical features of the Sahara Desert including an oasis, sand dunes and salt flats</p> <p>Know the characteristics of polar climates and how they affect living conditions. Identify key physical features of Antarctica including glaciers, icebergs, ice caves and Ice Mountains.</p> <p>Begin to compare conditions in the different climate zones.</p> <p>Analyse the human features of hot and cold deserts thinking about how humans live, eat and work. Include human impact on our environment and the effect of this in hot and cold deserts.</p> <p>Include human impact on our environment and the effect of this in hot and cold deserts</p> <p>Rainfall gauge in school playground – link to how little rain falls in deserts.</p>	<p>Name, locate and investigate the physical and human features of the islands.</p> <p>Identify and describe what places are like on the island and how different buildings are used.</p> <p>Investigate maps and plans as views from above or a 'bird's eye view' of a place and use symbols. Investigate that maps and plans show the distance between places or objects accurately, through using a map scale. Draw maps and plans at different levels of detail. Map the features on Struay using a key.</p> <p>Investigate why the Isle of Struay might be changing.</p> <p>Investigate how places change.</p> <p>Investigate how change impacts on people and places.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language. Compare the contrasting locations of Oare and Struay/ Coll</p> <p>Ask and respond to geographical questions.</p> <p>-use basic geographical vocabulary to refer to:</p> <p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour</p>
Disciplinary Knowledge	<p>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</p> <p>-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</p> <p>-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</p>	<p>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</p> <p>-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</p> <p>-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</p>	<p>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</p> <p>-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</p> <p>-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</p>
Suggested Debate	Kenya is a much better place to live than the UK.	The driest desert must be hottest one.	Katie Morag would prefer to live on Struay if it was busier and had more to do.
Tier 3 Vocabulary	Urban, rural, human and physical geography	Climate zones, continent, oceans	Compass, island,
Fieldwork opportunities	Forest School. School grounds orienteering, mapping and compass work activities. Marlborough visit (history link) Rainfall gauge in school playground – link to how little rain falls in deserts.		

Year A Kestrels & Owls

We Care, We Grow, We Thrive

Key Question	What are the highs and lows of the U.K?	Why does a river go with the flow?	Why is North America a continent of contrasts?
Primary and Secondary Concepts	Locational Knowledge, Human and physical features, Geographical skills and fieldwork Place, Location and Human and physical processes.	Locational Knowledge, Human and physical Geography, Geographical skills and fieldwork Mapping, Place, Location, Physical processes and features.	Locational Knowledge, Human and physical features Mapping, Place, Physical processes and features, Location.
Substantive Knowledge	<p>Revisit previous learning to locate and map the countries of the UK. Use a variety of sources including aerial photos, 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 Name and locate counties and cities of the UK and key geographical regions</p> <p>Identify basic human and physical features</p> <p>Begin to describe and understand key aspects of mountains.</p> <p>Find out the highest peak of UK nations.</p> <p>Compare with OS map and symbols, including contour lines. Understand that land height is shown on OS maps using contour lines. The closer together contour lines are, the steeper the slope of the land.</p> <p>To recognise physical features, hill and mountain summits.</p> <p>To design a hill or mountain-top marker.</p> <p>Devise own map and basic symbols using a key.</p>	<p>Describe and understand key aspects of: physical geography, including rivers and the water cycle</p> <p>Begin to understand the key features of rivers, the geographical vocabulary and definitions. Begin to understand the stages of a river's journey from source to the sea. Learn how a river forms on high ground and how it changes as it journeys to the sea.</p> <p>Use maps, atlases and digital computer mapping to follow the journey of a river and record the place names it passes through</p> <p>Sketch a map of a river and begin to notice features along the way</p> <p>Understand, identify and define the features of the water cycle.</p> <p>Accurately use vocabulary associated with the water cycle</p> <p>Learn the definitions of river vocabulary and make an illustrated glossary.</p> <p>Learn the names of major world and UK rivers and begin to know some facts about them.</p> <p>Learn about the geographical features of specific locations on maps.</p> <p>Visit the River Dun. Link to previous learning about canals, compare similarities and differences.</p>	<p>Identify North America on a world map. Identify the different countries of North America Identify the environmental regions of North America. Explore the physical features of two contrasting North American regions- the Grand Canyon and 1 other. Identify North America's major cities.</p> <p>Explore economic activity on the continent Identify and map where North America's natural resources are located.</p> <p>Explore the climate in two regions of North America, the Grand Canyon and 1 other. Identify the physical and human impact of their climate.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in the Grand Canyon region of North America and 1 other region.</p> <p>Describe and understand key aspects of human and physical geography.</p>
Disciplinary Knowledge	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>	<p>locate the world's countries, using maps to focus on North America</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
Suggested Debate	The best mountains are in the U.K.	The canal and river in Oare are more the same than different.	The countries in the continent of North America are all very similar.
Tier 3 Vocabulary	Mountain, peak, summit	River, Upper concourse, lower concourse, source, water cycle,	Environmental regions, biomes
Fieldwork opportunities	River Dun visit. Forest School. Developing mapping skills of the school grounds.		

Year B Kestrels & Owls

We Care, We Grow, We Thrive

Key Question	Are all European Countries just like us?	What makes Natural Disasters strike?	How are our farming communities earning a living?
Primary and Secondary Concepts	Locational knowledge, Human and physical Geography Location, Climate, Physical Processes and features.	Human and physical Geography, Geographical skills and fieldwork Physical processes and features	Human & Physical Geography, Geographical skills and fieldwork Physical features and processes, mapping and geographical data
Substantive Knowledge	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, natural resources, time zones. Discuss capital cities and key facts including imports and exports/ natural resources.</p> <p>Compare Norway with the UK and our locality- Focus on language, population climate, flags, Geographical features e.g. fjords/ mountains), natural resources, trade and tourism.</p> <p>Understand geographical similarities and differences between Norway and the UK and Bergen and Marlborough.</p>	<p>To understand what is meant by the term 'Natural Disaster' and to be able to name some examples of them: volcano, earthquake, flood, typhoon, hurricane... and to know that natural disaster affect all parts of the globe</p> <p>To know about and name the layers of the Earth. Understand how tectonic plates work. Consider the effects felt at the surface of the Earth when tectonic plates move. Explain the link between plate tectonics and the formation of volcanoes. Describe and understand key aspects of earthquakes, volcanoes and Tsunamis.</p> <p>Use maps and atlases to locate countries. Understand where volcanoes are located in the world. Recognise the different volcanoes, including extinct and active volcanoes. Describe and understand key aspects of volcanoes. Develop an understanding of how humans have learnt to live with earthquakes and volcanoes in different areas of the world and the adaptations that they have made help them do this.</p> <p>Investigate local natural disasters including local flooding. ARK – rain gardens</p>	<p>Use maps, plans, other resources to investigate how much of the UK is urban and how much is rural. Create charts and graphs that explain that only about 10% of the UK is urban. List possible uses for rural spaces. Including waterways, forests, mountains, etc. as well as green field sites. Use a variety of sources to investigate rural land use (approximately 75% of rural land is used for agriculture, 15% forestry, 7% protected land – such as nature reserves and Sites of Specific Scientific Interest - 2% coastal and 1% freshwater). Investigate farming activities in the UK including a wide range of land uses – growing grain for human and animal feed, growing vegetables and fruit, growing flowers, growing grass and breeding animals for meat and other produce (like milk, eggs and cheese). Investigate crop and livestock maps from the DEFRA surveys. Use maps to investigate farming land use. Show two maps of agricultural land use in the 1950s and today. Discuss that very little appears to have changed in 60 years – the same areas of land are used for broadly the same purposes. Investigate why farming doesn't look the same today as in the 1950s.</p> <p>There have been changes in technology, changes in crop types, field layouts, etc. Investigate, through field work and farm visit, local land use over time. Investigate how local farmers are earning a living.</p>
Disciplinary knowledge	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement.</p>	<p>name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</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> <p>Use the eight points of 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>

Suggested Debate	Norway is a much better place to live than the UK.	You shouldn't be able to live on the edge of a volcano.	We should only eat food produced in Britain.
Tier 3 Vocabulary	Equator, language, population, culture, trade, tourism	Tectonic plates, active, dormant, extinct, crust, lava, inner core	Rural, land use, agriculture
Fieldwork opportunities	Braeside residential and fieldwork study of Devizes. ARK- local flooding investigation. Farm visit. Forest School.		

Year C Kestrels & Owls

Key Questions	What are the Earth's Biomes?	How does an urban location compare with our rural home?	Where is the Amazon Rainforest and why is it the most diverse Eco System in the World?
Primary and Secondary Concepts	Human and physical Geography Climate, Cultural diversity and understanding, Environmental impact, Physical processes and features.	Locational knowledge, Human and physical Geography Location, Physical Processes and features,	Locational knowledge, Geographical skills and fieldwork Climate, Environmental impact, Location, Cultural diversity and understanding
Substantive Knowledge	Use a variety of sources including aerial photos, the eight points of a compass, atlases, maps, plans four and six-figure grid references to locate name and explore the world's many different biomes. Understand that biomes are large ecosystems Explore how biomes have distinct climatic conditions, flora and fauna Review the location of different biomes. Examine which biomes occur at different latitudes. Explore which continents are most diverse in terms of biomes. Examine countries with particularly diverse biomes in them. Examine the different factors that affect an ecosystem, including rainfall, temperature and sunlight Explore how human activity affects an ecosystem. Focus on identifying the characteristics of contrasting biomes. Review where they are found. Explore the flora and fauna that inhabit these contrasting biomes. Use fieldwork to investigate our local biome. Explore how biomes are threatened by climate change Examine how biomes are threatened by human activity Predict what the future might hold for Earth's biomes	Use a variety of sources including aerial photos, the eight points of a compass, atlases, maps, plans four and six-figure grid references and internet based mapping resources to revisit previous learning about where the United Kingdom is in the world/in relation to Europe. Revisit what the constituent countries of the UK are, surrounding seas, key cities and counties, populations, flags, national emblems, languages. Investigate the key physical (mountains, rivers, coasts, climate, weather) and human landscape (settlements, farming and industrial regions). Investigate climate and weather patterns. Investigate how the UK is linked with transport routes. Investigate how land use across the UK has changed over time including growth of towns and cities and changes in industries. Investigate what the modern landscape of the city of Bristol looks like. What do the city centres look like today? Investigate the similarities and differences of the city of Bristol with our rural home. How do they compare? Bristol traffic survey compare to Bedwyn. Land use. Environmental survey.	Locate the world's rainforests on a map and know their position in relation to the Equator and Tropics of Cancer and Capricorn. Identify where South America is, the countries within it including the key cities and the surrounding seas. Identify the environmental regions of South America. Investigate the climate zones that make up Brazil and the key physical features within it. Focus on the human characteristics of a city/ village in Brazil including types of settlement, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Develop understanding and use of geographical vocabulary to describe features of the rainforest. Understand the key physical characteristics of a rainforest such as understory, canopy, forest floor, emergent layer, vines (lianas), buttress roots and timber. Identify plants growing in the different layers of the rainforest. Investigate and describe similarities and differences between our homes and homes of indigenous people living in the rainforest. Investigate why the rainforest is being destroyed. Recognise some of the arguments for and against deforestation.
Disciplinary Knowledge	-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.	- 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	-locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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, plans and graphs, and digital technologies.	-describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, water cycle
Suggested Debate	Recycling should be compulsory.	Bristol is a much better place to live than Oare.	The Brazilian farmers should be allowed to cut down the rainforests to provide for their own families.
Tier 3 Vocabulary	Eco system, flora, fauna, tundra	Urban, settlement, industrial	Rainforest, deforestation, indigenous,
Fieldwork opportunities	Bristol comparison visit. Bristol traffic survey compare to Bedwyn. Land use. Environmental survey. Forest School. Local biome study.		

Year D Kestrels & Owls

Key Questions	Why do the human and physical characteristics of our coasts change?	If you knew where your clothes came from would you still buy them?	How is our energy produced and how can we support a more sustainable future?
Primary and secondary concepts	Human & Physical Geography, Geographical skills and fieldwork Location & physical processes, & features	Human and physical Geography, Geographical skills and fieldwork Location, Cultural diversity and understanding, Environmental Impact.	Human and physical Geography Location, Environmental Impact and Climate.
Substantive Knowledge	Revisit naming and locating 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. Use fieldwork skills and a variety of sources to investigate the geography of the Isle of Wight. Name and locate surrounding seas, key towns and counties, population. Investigate the key physical (mountains, rivers, coasts, climate, weather) and human landscape (settlements, farming and industrial regions) How have the human landscapes/ features changed over time? Investigate climate and weather patterns. Use 'Eastings' and 'Northings', the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northings. Use six-figure grid references to enable more accurate readings, as two more figures give the exact location within the grid square. Investigate and explain how different aspects of the coastline have been formed (bays and headlands; beaches and dunes; caves, arches, stacks and stumps; spits). Investigate how erosion and deposition form coastal features.	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). Describe how countries and geographical regions are interconnected and interdependent. Explore what is meant by the global fashion industry. Examine how Nike has spread around the world. Describe why companies spread around the world. Analyse how some of our clothes are made by exploiting people in poorer countries. Evaluate whether globalisation is beneficial. Explore arguments against globalisation.	Explore what sustainability is. Review examples of sustainable and unsustainable practice. Research how power was historically generated. Investigate non-renewable and renewable energy and consider the pros and cons of fossil fuels. Interpret data about energy production in different countries. Use this data to plot information on a bar graph. Investigate how renewable energy is produced. Review the access to public transport, access to green space and commitment to recycling of a UK community Examine pupils' own community in terms of access to public transport: time to walk to the nearest public transport and time to access schools / shops & other amenities; green space & recycling Use the findings from the fieldwork to plan a letter to the local council making suggestions for how the community could be more sustainable.
Disciplinary knowledge	Use maps, atlases, globes and digital/computer mapping to locate	Use maps, atlases, globes and digital/computer mapping to locate	Use maps, atlases, globes and digital/computer mapping to locate

	<p>countries and describe features studied</p> <p>-Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</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>	<p>countries and describe features studied</p>	<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>
Suggested Debate	It is impossible to save our coastal communities from being eroded.	Now I know where my clothes come from, I would still buy them.	We can't make a difference to a more sustainable future by ourselves.
Tier 3 vocabulary	Erosion, abrasion, arch, bay, corrosion, groyne, longshore drift, stack, stump	Fairtrade, distribution,	Energy, sustainable, unsustainable, fossil fuels, renewable energy
Fieldwork opportunities	Isle of Wight residential, location study and comparison. Community transport investigation. Local Fashion – Preloved shop.		