

## Geography Overview (overview and year by year)

Year Group	Autumn	Spring	Summer
<b>EYFS</b>	Understanding the World <ul style="list-style-type: none"> <li>● Explore natural materials.</li> <li>● Understand the need to care for the natural environment.</li> <li>● Look at simple maps.</li> <li>● Discuss different environment.</li> <li>● Discuss different countries.</li> <li>● Recognise simple similarities and differences between this country and other countries.</li> <li>● Recognise simple similarities and differences between this country and other environments.</li> </ul>		
<b>Year 1</b>	Living in Harpurhey	The Poles and the Equator	The City or the Countryside?
<b>Year 2</b>	The UK or Nigeria?	Continents and Oceans	Saving the Seaside
<b>Year 3</b>	The River Mersey	Rivers around the World	Magnificent Mountains
<b>Year 4</b>	Exploring Harpurhey	Manchester or Barcelona?	Our Changing Climate
<b>Year 5</b>	The Angry Earth	Mexico in Motion	The North West or the Yucation Peninsula?
<b>Year 6</b>	Rainforests around the World	Rainforest Rescue	Changes in Harpurhey

	Autumn	Spring	Summer
<b>E Y F S</b>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Explore natural materials.</li> <li>• Understand the need to care for the natural environment.</li> <li>• Look at simple maps.</li> <li>• Discuss different environment.</li> <li>• Discuss different countries.</li> <li>• Recognise simple similarities and differences between this country and other countries.</li> <li>• Recognise simple similarities and differences between this country and other environments.</li> </ul>		
<b>Y e a r 1</b>	<b>Living in Harpurhey</b> <ul style="list-style-type: none"> <li>• Know the name of the local area (Harpurhey) and city (Manchester) that we live in</li> <li>• Know what a map is and how and why we use them</li> <li>• Know how to draw a simple map of a place in our local area with symbols and a key</li> <li>• Know the four compass directions (North, East, South, West) and how to use directional language</li> <li>• Know the names of different types of buildings and places in our local area (house, shop, school, mosque, park)</li> <li>• Know the addresses and postcodes of our school and our houses</li> </ul>	<b>The Poles and the Equator</b> <ul style="list-style-type: none"> <li>• Know where the North and South Poles are located and the names of some surrounding cold countries (Canada, Russia, Finland)</li> <li>• Know where the Equator is located and the names of some surrounding hot countries (Brazil, Kenya, Indonesia)</li> <li>• Know that the Earth's climate is colder near the Poles and hotter near the Equator</li> <li>• Know where the UK is located and that it is not near the poles or the Equator</li> <li>• Know that the UK has a milder climate than the Poles or the Equator due to its location</li> <li>• Know some similarities and differences between countries close to the Poles, countries close to the Equator and the UK</li> </ul>	<b>The City or the Countryside?</b> <ul style="list-style-type: none"> <li>• Know the name and location of the country (UK) that we live in</li> <li>• Know that the UK is made up of both cities (urban areas) and countryside (rural areas) and that we live in a city (Manchester)</li> <li>• Know some common features and types of buildings in cities (offices, flats, parks, factories)</li> <li>• Know some common features and types of buildings in the countryside (villages, fields, farms, hills)</li> <li>• Know some similarities and differences between the human and physical geography of a city and the countryside (Manchester and the Lake District)</li> <li>• Know some similarities and differences between our life in a city and the life of a child who lives in the countryside (Manchester and the Lake District)</li> </ul>
	<b>Map Skills</b> I can use maps and aerial photographs to observe the local area (Harpurhey) and city (Manchester) that we live in  I can devise a simple map of our school and its surrounding area using symbols and a key	<b>Map Skills</b> I can use maps, atlases and globes to locate the North and South Poles and some of their surrounding countries (e.g. Canada, Russia, Finland)  I can use maps, atlases and globes to locate the Equator and some of its surrounding countries (e.g. Brazil, Kenya, Indonesia)	<b>Map Skills</b> I can use maps, atlases and globes to locate the country we live in (UK) I can use maps and aerial photographs to identify and compare cities (urban areas) and the countryside (rural areas) <b>Fieldwork Skills</b>

	<p>I can use the four compass directions (North, East, South, West) and directional language to describe the location of features and places on a map of our school I can recognise and write the address and postcode of our school and my house</p> <p>Fieldwork Skills I can observe the area around our school in order to devise a simple map of its key features</p> <p>Geography Enquiry I can begin to ask and answer simple geographical questions (e.g. 'Why do we use a map?')</p>	<p>I can use maps, atlases and globes to locate the UK and describe its distance from the poles and the Equator I can use maps and aerial photographs of the UK, hot countries and cold countries to identify and compare their features</p> <p>Geography Enquiry I can begin to make simple geographical comparisons (e.g. between the location of hot countries and cold countries) I can begin to ask and answer simple geographical questions (e.g. 'Why does the UK have a mild climate?')</p>	<p>I can observe and identify common features and types of buildings in a city (Manchester) I can observe and identify common features and types of buildings in the countryside (Lake District) I can observe and identify differences between the human and physical geography of a city and the countryside</p> <p>Geography Enquiry I can begin to make simple geographical comparisons (e.g. between our life in a city and the life of a child who lives in the countryside) I can begin to discuss my own opinions based on the geographical information I have learned (e.g. 'I would rather live in the countryside because...')</p>
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<b>Y e a r 2</b>	<p>The UK or Nigeria?</p> <ul style="list-style-type: none"> <li>Know the names and locations of the four countries (England, Scotland, Wales, NI) within the UK, their capital cities (London, Edinburgh, Cardiff, Wales) and surrounding seas (English Channel, North Sea, Irish Sea, Atlantic Ocean)</li> <li>Know the name and location of Nigeria, its capital city (Abuja) and bordering sea (The Gulf of Guinea)</li> <li>Know and compare the locations of the UK and Nigeria within the continents of Europe and Africa, their relation to the Equator and name some surrounding countries of both places</li> <li>Know some similarities and differences between the weather and climate in the UK and Nigeria</li> <li>Know some similarities and differences between the human and physical geography of Harpurhey and Lagos</li> <li>Know some similarities and differences between our life in Harpurhey and a child's life in Lagos</li> </ul>	<p>Continents and Oceans</p> <ul style="list-style-type: none"> <li>Know the names and locations of the seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America)</li> <li>Know the name of a country within each continent</li> <li>Know the names and locations of the five oceans (Arctic, Atlantic, Indian, Pacific, Southern)</li> <li>Know what is meant by the Northern Hemisphere and Southern Hemisphere and which continents are located in each</li> <li>Know which continents have a colder climate (Antarctica) and which continents have a hotter climate (Africa) due to their proximity to the Poles or Equator</li> <li>Know the name of a significant human and physical feature or landmark in each continent (the Pyramids of Giza and the River Nile in Africa)</li> </ul>	<p>Saving the Seaside</p> <ul style="list-style-type: none"> <li>Know the names and locations of nearby coastal areas and seaside towns within the UK (Lytham St Annes)</li> <li>Discuss the names and locations of nearby coastal areas and seaside towns within the UK (Blackpool, Formby, Llandudno, Rhyl)</li> <li>Know that a coast is an area of land which borders the sea</li> <li>Know the some common human and physical features of coasts (beach, cliff, port, harbour)</li> <li>Know that littering and pollution are human activities and understand how they impact coastal areas</li> <li>Know that coastal erosion is a physical process and understand how it impacts coastal areas</li> <li>Know some ways we can help to protect and preserve coastal areas</li> </ul>
	<p><b>Map Skills</b> 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</p> <p><b>Fieldwork Skills</b> I can observe and identify the current weather and features of the climate in the UK (to compare to Pakistan) I can observe and identify the current weather and features of the climate in the UK (to compare to Nigeria)</p>	<p><b>Map Skills</b> 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, plans and graphs, and digital technologies</p>	<p><b>Maps Skills</b> 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, plans and graphs, and digital technologies</p>

<b>Y</b> <b>e</b> <b>a</b> <b>r</b> <b>3</b>	<b>The River Mersey</b> <ul style="list-style-type: none"> <li>• Know that a river is a natural, moving body of water (a physical feature)</li> <li>• Know that a river flows from source to mouth and has an upper, middle and lower course, each with distinct features</li> <li>• Know the process of the water cycle and understand the role of rivers in this process</li> <li>• Know that littering and pollution are human activities and how they impact the River Mersey</li> <li>• Know some actions that have been taken to help protect and preserve the River Mersey</li> <li>• Know the name and location of the River Mersey, the counties it flows through (Greater Manchester, Cheshire, Merseyside) and some of the towns or cities it flows through (Stockport, Didsbury, Liverpool)</li> </ul>	<b>Rivers around the World</b> <ul style="list-style-type: none"> <li>• Know the names of the five longest rivers in the world (Nile, Amazon, Yangtze, Mississippi and Yenisei)</li> <li>• Know the locations of the five longest rivers in the world, including the continents and countries they flow through and where their source and mouth are located</li> <li>• Know some similarities and differences between the physical features of the River Mersey and the River Nile e.g (similarities – features: meanders, waterfalls. Differences – the River Nile runs through 11 countries including the desert)</li> <li>• Know some similarities and differences between the human features of the River Mersey and the River Nile e.g (similarities – Differences –)</li> <li>• Know the advantages of living close to a river and understand why many settlements are located along rivers (e.g. Cairo and the River Nile) e.g (transport, fertile soil for agriculture, crops)</li> <li>• Know the disadvantages of living close to a river and understand how this impacts different settlements (e.g. Mississippi River flooding)</li> </ul>	<b>Magnificent Mountains</b> <ul style="list-style-type: none"> <li>• Know that a mountain is a landform which rises high above the land surrounding it (a physical feature)</li> <li>• Know the different parts of a mountain or mountain range (base, summit, slope, ridge, valley)</li> <li>• Know that most mountains are formed due to the movement of tectonic plates in the Earth's crust</li> <li>• Know the different types of mountain (fold, fault-block, volcanic, dome, plateau) and how they form</li> <li>• Know the names and locations of the highest mountains within each country of the UK (Scafell Pike, Ben Nevis)</li> <li>• Discuss the names and locations of Snowdon and Slieve Donard.</li> <li>• Know the names and locations of major mountain ranges across the world (Himalayas.)</li> </ul> <p>Discuss the names and locations of the Alps, Andes, Atlas Mountains, Rocky Mountains and Mount Sinai (link to Egypt/river Nile)</p>
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<p><b>Map Skills</b>  I can use maps, atlases and digital mapping to locate the River Mersey, the counties it flows through (Greater Manchester, Cheshire, Merseyside) and some of the towns and cities it flows through (e.g. Stockport, Didsbury, Liverpool)  I can use OS maps and aerial photographs to identify and compare the upper, middle and lower course of River Mersey</p> <p><b>Fieldwork Skills</b>  I can observe and identify the distinct features of the River Mersey (dependent on its course) to create a sketch map  I can measure, record and present data related to the features and geography of the River Mersey (e.g. using a tape measure and metre ruler)  I can observe and identify human activities along the River Mersey (e.g. littering and pollution) and discuss ways to combat them</p> <p><b>Geographical Enquiry</b>  I can ask and answer simple open geographical questions (e.g. 'How does the water cycle involve rivers?')</p>	<p><b>Map Skills</b>  I can use maps, atlases, globes and digital mapping to locate the five longest rivers in the world (Nile, Amazon, Yangtze, Mississippi, Yenisei) and the countries and continents they flow through  I can use maps and aerial photographs to compare the human and physical features of the River Mersey and the River Nile</p> <p><b>Geographical Enquiry</b>  I can begin to give more detailed geographical descriptions (e.g. 'Many settlements are located along the River Nile, such as...')  I can begin to identify and explain the views and experiences of different people (e.g. explaining how river flooding has impacted some people's lives)  I can make simple geographical comparisons (e.g. between the human and physical features of the River Mersey and River Nile)  I can begin to relate my own geographical experiences to the wider world</p>	<p><b>Map Skills</b>  I can use maps, atlases and digital mapping to locate the highest mountain within each country of the UK (Scafell Pike, Ben Nevis, Snowdon and Slieve Donard)  I can use maps, atlases, globes and digital mapping to locate major mountain ranges across the world (e.g. Alps, Andes, Atlas Mountains, Himalayas, Rocky Mountains) and the continents they lie in  I can use OS maps and aerial photographs to observe the topography of a mountain in relation to its surrounding area  I can use OS maps, aerial photographs and geographical diagrams to observe and identify the different features and parts of a mountain</p> <p><b>Geographical Skills</b>  I can ask and answer simple open geographical questions (e.g. 'How does a fold mountain form?')  I can give more detailed geographical descriptions (e.g. 'Most mountains are formed when...')</p>
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<b>Y e a r 4</b>	<b>Exploring Harpurhey</b> <ul style="list-style-type: none"> <li>Know the name and location of our local area (Harpurhey) within the city that we live in (Manchester)</li> <li>Know how to draw a map of a place in our local area with symbols and a key</li> <li>Know how grid references can be used to locate places on a map of our local area</li> <li>Know the eight compass directions (N, NE, E, SE, S, SW, W, NW) and how to use directional language</li> <li>Know how to plan a simple route between two places in our local area, using a map, grid references and compass directions</li> <li>Know human and physical features and different types of land use within our local area</li> </ul>	<b>Manchester or Barcelona?</b> <ul style="list-style-type: none"> <li>Know the location of Manchester within the county Greater Manchester, the country of the UK and the continent Europe</li> <li>Know the location of Barcelona within the region Catalonia, in the country Spain and the continent Europe</li> <li>Know the names of some significant landmarks or places within Manchester (Manchester Cathedral, Old Trafford, Deansgate Tower, John Rylands Library) and Barcelona (Sagrada Familia, Nou Camp, Torre Glories)</li> <li>Know some similarities and differences between the weather and climate of Manchester and Barcelona</li> <li>Know some similarities and differences between the human geography of Manchester and Barcelona</li> <li>Know some similarities and differences between the physical geography of Manchester and Barcelona</li> </ul>	<b>Our Changing Climate</b> <ul style="list-style-type: none"> <li>Know the name and location of the Equator, Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn</li> <li>Know the names and features of the climate zones of the Earth (Polar, Temperate, Mountain, Mediterranean, Arid, Tropical)</li> <li>Know that the climate of a place is influenced by its proximity to the Equator and the Poles of the Earth</li> <li>Know that the Earth's climate is changing through global warming due to human activity (the burning of fossil fuels and deforestation)</li> <li>Know that climate change is negatively impacting the Earth (Polar ice caps melting and sea levels rising)</li> <li>Know some ways we can reduce global warming and combat climate change.</li> </ul>
	<b>Map Skills</b> I can use maps and aerial photographs to observe the local area (Harpurhey) and city (Manchester) that we live in I can devise a simple map of our school and its surrounding area using symbols and a key I can use the four compass directions (North, East, South, West) and directional language to describe the location of features and places on a map of our school I can recognise and write the address and postcode of our school and my house <b>Fieldwork Skills</b> I can observe the area around our school in order to devise a simple map of its key features  <b>Geography Enquiry</b> I can begin to ask and answer simple geographical questions (e.g. 'Why do we use a map?')	<b>Map Skills</b> I can use maps, atlases and globes to locate Manchester and Barcelona I can use maps and aerial photographs to identify and compare Manchester and Barcelona <b>Fieldwork Skills</b> I can observe and identify common features and types of buildings in a city (Manchester and Barcelona ) (Sagrada Familia, Nou Camp, Torre Glories, Old Trafford, Manchester Cathedral, deansgate tower)  <b>Geography Enquiry</b> I can begin to make simple geographical comparisons (Manchester and Barcelona ) I can begin to discuss my own opinions based on the geographical information I have learned (I would rather live in Manchester/ Barcelona because...	<b>Map Skills</b> I can use maps, atlases and globes to locate the Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn <b>Geography Enquiry</b> I can begin to make simple geographical comparisons (between Polar Regions and Tropics) I can begin to discuss my own opinions based on the geographical information I have learned 'I would prefer to live in the Polar Regions/ Tropics because...

<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b> <b>5</b></p>	<p><b>The Angry Earth</b></p> <ul style="list-style-type: none"> <li>• Know that the Earth is formed of four distinct layers (crust, mantle, inner core and outer core)</li> <li>• Know that the Earth's crust is formed of tectonic plates which move slowly over time and meet at plate boundaries</li> <li>• Know that volcanoes are mostly formed at plate boundaries when magma rises up from the mantle above the crust</li> <li>• Know the different parts of a volcano (magma chamber, conduit, layers of lava and ash, vent, lava, ash cloud)</li> <li>• Know that earthquakes mostly occur at plate boundaries where tectonic plates collide, separate or slide past each other</li> <li>• Know that tsunamis are large and powerful ocean waves which occur due to volcanoes or earthquakes</li> </ul>	<p><b>Mexico in Motion?</b></p> <ul style="list-style-type: none"> <li>• Know the location of Mexico within North America, its capital city (Mexico City) and its surrounding seas (Pacific Ocean and the Gulf of Mexico)</li> <li>• Know that Mexico is located on a plate boundary and lies on the Pacific Ring of Fire which creates volcanoes, earthquakes and tsunamis</li> <li>• Know the name and location of Popocatepetl within Mexico and that this is Mexico's most active volcano</li> <li>• Know that volcanoes, earthquakes and tsunamis often create natural disasters which impact the lives of humans</li> <li>• Know some of the advantages (part of the culture, fertile soil, tourist attraction) to living near Popocatepetl and why so many people choose to live there</li> <li>• Know some of the disadvantages (danger to life, causes damage, poor air quality.) to living near Popocatepetl and how it impacts upon people's lives</li> </ul>	<p><b>The North West or the Yucatan Peninsula</b></p> <ul style="list-style-type: none"> <li>• Know the name of the region we live in (North West), its location within the UK, its bordering sea (Irish Sea) and its largest city (Manchester)</li> <li>• Know the name and location of the Yucatan Peninsula within the country Mexico, its bordering seas (Caribbean Sea and the Gulf of Mexico) and its largest city (Merida)</li> <li>• Know the names of some significant landmarks or places within the North West (the Lake District) and the Yucatan Peninsula (Las Coloradas)</li> <li>• Discuss the names and locations of some significant landmarks or places within the North West (Chester Cathedral, Royal Albert Dock)</li> <li>• Know some similarities and differences between the weather and climate of the North West and the Yucatan Peninsula</li> <li>• Know some similarities and differences between the human geography of the North West and the Yucatan Peninsula</li> <li>• Know some similarities and differences between the physical geography of the North West and the Yucatan Peninsula</li> </ul>
	<p><u>Map Skills</u> I can use geographical diagrams to locate the Earth's four distinct layers (crust, mantle, inner core and outer core) I can use maps and aerial photographs to observe and identify the Earth's tectonic plate boundaries I can use aerial photographs and geographical diagrams to observe and identify the different parts and features of a volcano</p> <p><u>Geographical Enquiry</u> I can begin to give geographical explanations rather than just descriptions (e.g. 'Volcanoes form at plate boundaries because...') I can make observations of patterns and processes (e.g. 'Earthquakes usually take place at plate boundaries when...')</p>	<p><u>Map Skills</u> I can use maps, atlases, globes and digital mapping to locate Mexico within North America, its capital city (Mexico city) and its surrounding seas (Pacific Ocean and the Gulf of Mexico) I can use maps and aerial photographs to observe and identify the plate boundaries around Mexico and the Pacific Ring of Fire I can use maps, atlases and digital mapping to locate Popocatepetl within Mexico</p> <p><u>Geographical Enquiry</u> I can make observations of patterns and processes (e.g. 'Volcanoes, earthquakes and tsunamis often impact the lives of humans by...')</p>	<p><u>Map Skills</u> I can use maps, atlases, globes and digital mapping to locate the region we live in (North West) within the UK, its bordering (Manchester) I can use maps, atlases, globes and digital mapping to locate the Yucatan Peninsula within Mexico, its bordering seas (Caribbean sea (Irish Sea) and its largest city Sea and the Gulf of Mexico) and its largest city (Merida)</p> <p><u>Fieldwork Skills</u> I can observe, describe and begin to explain the current weather and features of the climate within the North West (in order to compare it to the weather in the Yucatan Peninsula)</p> <p><u>Geographical Enquiry</u> I can make more detailed geographical comparisons (e.g. between the human geography of the North West</p>

	I can begin to suggest ideas for investigations (e.g. studying the pattern of tsunami locations around the world)	I can begin to give geographical explanations rather than just descriptions (e.g. 'Many people choose to live near Popocatepetl because...') I can identify and explain the views and experiences of different people (e.g. explaining how people may be disadvantaged by living close to Popocatepetl)	and the Yucatan Peninsula) and relate my own experiences to the wider world I can begin to give geographical explanations rather than just descriptions (e.g. 'Many tourists visit the North West and the Yucatan Peninsula because...') I can form and discuss my own opinions based on the geographical information I have learned (e.g. 'I would rather live in the Yucatan Peninsula because...')
<b>Y e a r 6</b>	<b>Rainforests around the World</b> <ul style="list-style-type: none"> <li>Know that the Earth is divided by lines of latitude and longitude and that the Equator is located at 0° latitude and the Prime Meridian is located at 0° longitude</li> <li>Know that the Earth is divided into 24 time zones and that day and night occur simultaneously across the world</li> <li>Know the names and locations of significant tropical rainforests (Amazon Rainforest, Congo Rainforest and Borneo Rainforest) and some of the countries they cover</li> <li>Know the names and features of some of the Earth's biomes (rainforest, desert, savannah, deciduous forest, tundra, ice sheet)</li> <li>Know that tropical rainforests are all located within the Earth's tropical climate zone and lie on the Equator due to its intense sunlight and high rainfall</li> </ul>	<b>Rainforest Rescue</b> <ul style="list-style-type: none"> <li>Know the different layers of a rainforest (forest floor, understory, canopy, emergent layer)</li> <li>Know that the Amazon rainforest is rich in natural resources (wood, cacao beans and coffee beans) and why these are valuable</li> <li>Know that the Amazon rainforest has high biodiversity and is home to many endangered species (jaguars, pygmy sloths and poison dart frogs)</li> <li>Know that deforestation is a human activity and how it impacts humans and animals in the Amazon as well as the Earth's climate</li> <li>Know some ways we humans combat deforestation and protect the Amazon rainforest (sustainable food, less meat and dairy, become more educated on damage, environmentally friendly paper, use less palm oil)</li> </ul>	<b>Changes in Harpurhey</b> <ul style="list-style-type: none"> <li>Know that our local area (Harpurhey) is an inner city area and how this impacts current land use patterns (<i>terraced housing, shops, transport links, some remaining factories</i>)</li> <li>Know what the pattern of land use looked like in our local area over a century ago and name some differences between this and current land use</li> <li>Know that the current population of our local area (Harpurhey) is diverse and multicultural and name some of the different communities that live here</li> <li>Know what the population looked like in our local area over a century ago and name some differences between this and the current population</li> <li>Know how gentrification is beginning to change our (<i>wider</i>) local area (Manchester) and predict what Harpurhey might be like in the future</li> </ul>
	<b>Map Skills</b> I can use maps, atlases, globes and digital mapping to locate the Equator, the Prime Meridian and lines of latitude and longitude  I can use maps, atlases, globes and digital mapping to locate significant tropical Rainforests (Amazon	<b>Map Skills</b> I can use maps, atlases, globes and digital mapping to locate the Equator, the Prime Meridian and lines of latitude and longitude  I can use maps, atlases, globes and digital mapping to locate significant tropical Rainforests (Amazon	<b>Fieldwork Skills</b> I can survey the current pattern of land use in our local area and make detailed observations about it I can use photographs with captions and labels to record and document my fieldwork observations I can prepare questions to interview somebody who has more historical experience of our local area

<p>Rainforest, Congo Rainforest and Borneo Rainforest) and some of the countries they cover</p> <p>I can use maps, atlases, digital mapping and aerial photographs to locate some of the Earth's biomes (e.g. rainforest, desert, savannah, deciduous forest, tundra, ice sheet) and describe their features</p> <p><b>Geographical Enquiry</b></p> <p>I can begin to give geographical explanations rather than just descriptions (e.g. 'All tropical rainforests are located on or close to the Equator because...')</p>	<p>Rainforest, Congo Rainforest and Borneo Rainforest) and some of the countries they cover</p> <p>I can use maps, atlases, digital mapping and aerial photographs to locate some of the Earth's biomes (e.g. rainforest, desert, savannah, deciduous forest, tundra, ice sheet) and describe their features</p> <p><b>Geographical Enquiry</b></p> <p>I can give detailed geographical descriptions (e.g. 'The lowest layer in the rainforest is the forest floor where...')</p> <p>I can begin to suggest ideas for investigations (e.g. studying why the Amazon rainforest is rich in natural resources)</p> <p>I can make observations of patterns and processes (e.g. 'Many animals that live in the Amazon rainforest are becoming endangered because...')</p> <p>I can identify and explain the views and experiences of different people (e.g. explaining how deforestation impacts humans and animals in the Amazon)</p> <p>I can begin to make geographical predictions based on evidence (e.g. 'If deforestation of the Amazon Rainforest continues...')</p>	<p><b>Geographical Enquiry</b></p> <p>I can make more detailed geographical comparisons (e.g. between the pattern of land use in Harpurhey over a century ago and today)</p> <p>I can begin to make geographical predictions based on evidence (e.g. 'In the future, I predict that Harpurhey will...')</p>
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