



# Hebden Royd Geography Overview

	Autumn	Spring	Summer			
<b>EYFS</b>	It is expected that links to various aspects of all foundation subjects can be made and enhanced through <i>all</i> the ELG strands (communication & language; physical development; personal, social and emotional development; literacy, mathematics; understanding the world; expressive arts & design). However, the ELGs that most closely relate to <b>geographical</b> learning are those in <b>understanding the world</b> . As Nursery & Reception has a 2-year cycle for topics (each topic occurring once while pupils are in EYFS), Nursery children will participate in teaching inputs for topic-based learning. The class teacher will use appropriate and effective questioning to develop reception pupils' <b>understanding of the world</b> as set out in the ELGs below.					
<b>Understanding the world</b>						
This involves guiding children to make sense of their physical world & their community. In addition, opportunities to listen to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.						
	<b>People, culture and communities</b>		<b>Natural World</b>			
<b>EARLY LEARNING GOAL</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			
<i>Subject Leaders will monitor how their subject is taught in EYFS with reference to both the ELGs above and Characteristics of Effective Learning (summarised below) as they observe reception children within the provision. Full details of Characteristics of Effective Learning are in each subject leader file for staff to refer to as necessary.</i>						
	<b>Playing and exploring – children investigate and experience things, and ‘have a go’</b>	<b>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</b>	<b>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</b>			
<b>Characteristics of Effective Learning</b>	<ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>Make choices &amp; explore different resources &amp; materials.</li> <li>Plan &amp; think ahead about how they will explore or play with objects.</li> <li>Guide their own thinking &amp; actions by talking to themselves while playing.</li> <li>Make independent choices.</li> <li>Do things independently that they have been previously taught.</li> <li>Bring their own interests &amp; fascinations into early years settings.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in routines</li> <li>Begin to predict sequences because they know routines.</li> <li>Show goal-directed behaviour.</li> <li>Use a range of strategies to reach a goal they have set themselves.</li> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>Sort materials</li> <li>Review their progress as they try to achieve a goal.</li> <li>Check how well they are doing.</li> <li>Know more, so feel confident about coming up with their own ideas &amp; make more links between those ideas</li> <li>Solve Real Problems</li> <li>Use pretend play to think beyond the ‘here and now’ &amp; to understand another perspective.</li> <li>Concentrate on achieving something that’s important to them.</li> </ul>			
<b>EYFS (A)</b>	<b>The 3 Little Pigs</b> <ul style="list-style-type: none"> <li>Can I talk about who lives in my house?</li> </ul>	<b>Lost in the Toy Museum</b> <ul style="list-style-type: none"> <li>Can I talk about how toys of the past are similar/different to my</li> </ul>	<b>Ice Bear</b> <ul style="list-style-type: none"> <li>Can I name some arctic animals?</li> <li>Can I find the arctic on a</li> </ul>	<b>Handa’s Surprise</b> <ul style="list-style-type: none"> <li>Can I find Africa on a globe?</li> <li>Can I talk about how living</li> </ul>	<b>Paddington at the Tower</b> <ul style="list-style-type: none"> <li>Can I talk about how London is</li> </ul>	<b>Monkey Puzzle</b> <ul style="list-style-type: none"> <li>Can I match baby animals to their mums?</li> </ul>



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	<ul style="list-style-type: none"> <li>Can I discuss why the pigs' houses blew down? And why the last house did not?</li> <li>Can I talk about the simple properties of straw, brick and sticks?</li> <li>Can I compare different materials?</li> <li>Can I draw a map of the story?</li> </ul>	<p>toys?</p> <ul style="list-style-type: none"> <li>Can I imagine who might have played with the old toys?</li> <li>Can I imagine a toy of the future?</li> <li>Can I spot clues on the page that show the toys are from the past?</li> <li>Can I explore how different mechanical toys work?</li> </ul>	<p>globe?</p> <ul style="list-style-type: none"> <li>Can I explain why the arctic is similar/different to Hebden Bridge?</li> <li>Can I discuss what it is like to live in the arctic?</li> <li>What happens to Ice when it gets warm?</li> <li>Can I describe what I can see, hear and feel on a winter's day?</li> </ul>	<p>in Africa might be different to living in Hebden Bridge?</p> <ul style="list-style-type: none"> <li>Can I talk about why some fruit grows in hot places?</li> <li>Can I talk about where our fruit comes from?</li> <li>Can I plant a seed?</li> <li>Can I discuss the life cycle of a bean plant?</li> </ul>	<p>similar/different to Hebden Bridge?</p> <ul style="list-style-type: none"> <li>Can I make a map for Paddington?</li> <li>Can I find London on a picture map?</li> <li>Can I make observations about paintings and photos of king and queens of the past?</li> <li>Can I talk about the roles of people who worked in castles in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Can I identify animals that hatch from an egg?</li> <li>Can I observe how I have changed since being a baby?</li> <li>Can I match the baby picture to my friends and teachers?</li> <li>Can I draw a simple family tree?</li> </ul>
<p><b>EYFS (B)</b></p>	<p><b>Harry and the dinosaurs go to school.</b></p> <ul style="list-style-type: none"> <li>Can I draw a simple map of my classroom?</li> <li>Can I talk about how Harry might be feeling in the story?</li> <li>Can I talk about my family?</li> <li>Can I draw a self-portrait?</li> <li>Can I talk about the past summer?</li> </ul>	<p><b>Bear Snores On</b></p> <ul style="list-style-type: none"> <li>Can I explain what hibernation is?</li> <li>Can I identify some animals who hibernate?</li> <li>Can I describe things that happen in autumn and winter?</li> <li>Can I create an autumn picture using natural resources?</li> <li>Can I describe what I see, hear and feel on a winter's day?</li> </ul>	<p><b>Little People, Big Dreams</b></p> <ul style="list-style-type: none"> <li>Can I observe similarities/differences in the life of myself and that of Frida Kahlo/Amelia Earhart/ Maya Angelou/Coco Channel/Ada Lovelace?</li> <li>Can I show interest in the occupations of Frida Kahlo/Amelia Earhart/ Maya Angelou/Coco Channel/Ada Lovelace?</li> <li>Can I spot clues the story is set in the past?</li> </ul>	<p><b>The Very Hungry Caterpillar</b></p> <ul style="list-style-type: none"> <li>Can I observe the changes in a caterpillar?</li> <li>Can I draw the life cycle stages of a butterfly?</li> <li>Can I look after the minibeast in our playground?</li> <li>Can I describe what I see, hear and feel on a spring day?</li> <li>Can I talk about signs of spring?</li> <li>Can I plant and care for a daffodil?</li> </ul>	<p><b>Around the world with Max and Lemon</b></p> <ul style="list-style-type: none"> <li>Can I discuss past holidays?</li> <li>What is a country? Can I spot one on a globe?</li> <li>Can I identify land and sea on a globe?</li> <li>Can I compare life in Hebden Bridge and life in Peru/Egypt/Papa New Guinea/Malaysia/Alaska?</li> <li>Can I use the correct tense when talking about the past?</li> </ul>	<p><b>Tiddler</b></p> <ul style="list-style-type: none"> <li>What is a sea? Can I identify one on a globe?</li> <li>Can I identify creatures that live in the sea?</li> <li>Can I describe the habitat of a coral reef?</li> <li>Can I identify a simple food chain?</li> <li>Can I discuss the impact of pollution on the oceans?</li> <li>Can I describe the properties of materials found polluting our oceans?</li> </ul>



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KS1 (A)	<b>Continents and Oceans</b>	<b>North and South Poles</b>	<b>Weather Patterns</b>
	<b>National Curriculum</b> <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>- Continents and Oceans</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- World maps</li> <li>- Atlases and globes</li> <li>- Compass directions</li> </ul>	<b>National Curriculum</b> <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>- Continents and Oceans</li> <li>- Equator</li> <li>- North and South Poles</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Weather</li> <li>- Seasons</li> <li>- Hot and cold areas</li> <li>- Physical and human features</li> <li>- Basic subject vocabulary</li> </ul>	<b>National Curriculum</b> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Weather</li> <li>- Seasons</li> <li>- Hot and cold areas</li> <li>- Physical and human features</li> <li>- Basic subject vocabulary</li> </ul>
	<b>KEY QUESTIONS</b> <ul style="list-style-type: none"> <li>• Can I locate the UK and Europe on a map?</li> <li>• Can I name all 7 continents of the world?</li> <li>• Can I name all 5 oceans of the world?</li> <li>• Can I begin to name the climate zones: tropical, temperate, warm, cold?</li> </ul>	<b>KEY QUESTIONS</b> <ul style="list-style-type: none"> <li>• Can I find the Polar regions on a map?</li> <li>• Can I find out about the people who live in the Polar regions?</li> <li>• Can I find out how people travel in the Polar regions?</li> <li>• Can I say what animals live in the Polar regions?</li> </ul>	<b>KEY QUESTIONS</b> <ul style="list-style-type: none"> <li>• Can I describe how the weather patterns are different in each season?</li> <li>• Can I observe weather patterns and draw a simple weather chart to show this?</li> <li>• Can I describe how the weather affects us?</li> <li>• Can I describe how different instruments can be used to measure and record the weather?</li> </ul>
KS1 (B)	<b>Where I live—United Kingdom</b>	<b>Local Geography</b>	<b>Contrasting Countries</b>
	<b>National Curriculum</b> <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>- United Kingdom Place knowledge</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Weather</li> <li>- Seasons</li> <li>- Hot and cold areas</li> <li>- Physical and human features</li> <li>- Basic subject vocabulary</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- World maps</li> </ul>	<b>National Curriculum</b> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>- Small area of the United Kingdom</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Weather</li> <li>- Seasons</li> <li>- Hot and cold areas</li> <li>- Physical and human features</li> <li>- Basic subject vocabulary</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- Compass directions</li> <li>- Aerial photographs and plans</li> <li>- Fieldwork</li> </ul>	<b>National Curriculum</b> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>- Small area in a contrasting non- European country.</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>- Weather</li> <li>- Hot and cold areas</li> <li>- Physical and human features</li> <li>- Basic subject vocabulary</li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>- World maps</li> </ul>



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	<ul style="list-style-type: none"> <li>- Atlases and globes</li> <li>- Fieldwork</li> </ul>		<ul style="list-style-type: none"> <li>- Atlases and globes</li> </ul>
	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I name the four countries that make up the UK?</li> <li>• Can I describe similarities and differences of cities, towns &amp; villages?</li> <li>• Can I locate Hebden Bridge on a map of the UK?</li> <li>• Can I name the capital cities of England, Scotland, Wales and Ireland?</li> <li>• Can I name the four seas that surround the UK?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I identify the physical features of Hebden Bridge?</li> <li>• Can I identify the human features of Hebden Bridge?</li> <li>• Can I use a map to locate Hebden Bridge?</li> <li>• Can I make a simple map of our immediate environment: school, playground and church?</li> <li>• Can I name, describe and compare familiar places within my local area?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I locate Kenya on a map and find its capital city?</li> <li>• Can I find some features of Kenya (rivers, mountains)?</li> <li>• Can I find out about the weather in Kenya? Is it very different to the weather in the UK?</li> <li>• Can I investigate the types of food they eat in Kenya and how they are different from what we eat in Britain?</li> <li>• Can I explain why so many people visit Kenya from other countries?</li> </ul>
	<b>Jungles &amp; Deserts</b>	<b>Megacities</b>	<b>Earthquakes</b>
<b>LKS2 (A)</b>	<p><b>National Curriculum</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere and time zones</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Climate zones</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Biomes and vegetation belts</li> <li>- Settlement and land use</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere and time zones</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Settlement and land use</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere and time zones</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Earthquakes</li> <li>- Climate zones</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Settlement and land use</li> </ul>



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	- Eight points of compass		
	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I find out where and how rainforests form?</li> <li>• Can I investigate the climate within rainforests?</li> <li>• Can I locate the 7 major deserts of the world on a map and list common features?</li> <li>• Can I research the animals that can live in deserts?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I research and list the top 10 megacities of the world?</li> <li>• Can I research what life is like in a megacity?</li> <li>• Can I investigate the advantages and disadvantages of living in a large city?</li> <li>• Can I find out about technological advancements in cities: for example, architecture and transport?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I name the layers of the Earth?</li> <li>• Can I describe what causes earthquakes and natural disasters?</li> <li>• Can I describe the process of measuring the scale of an earthquake?</li> <li>• Can I investigate how technology and buildings can be designed to withstand the impact of an earthquake?</li> </ul>
<b>LKS2(B)</b>	<b>Sustainability</b>	<b>My Local Area</b>	<b>National Parks</b>
	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere and time zones</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Volcanoes and earthquakes</li> <li>- Climate zones</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Settlement and land use</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- United Kingdom</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Map symbols and key</li> <li>- Eight points of compass</li> <li>- Fieldwork – observe, measure, record and present</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere and time zones</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> <li>- Settlement and land use</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Map symbols and key</li> <li>- Eight points of compass</li> </ul>



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	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I describe what the word sustainability means?</li> <li>• Can I understand what living sustainably entails?</li> <li>• Can I investigate renewable resources?</li> <li>• Can I investigate non-renewable resources and the impact these have?</li> <li>• Can I investigate ways in which I can reduce energy use both at school and at home?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I describe where Hebden is within the UK?</li> <li>• Can I locate the county that Hebden is in?</li> <li>• Can I describe the physical features of Hebden Bridge &amp; compare with other towns in West Yorkshire?</li> <li>• Can I describe how the human geography of Hebden Bridge has changed over time?</li> <li>• Can I understand ordnance survey symbols and grid references when map reading?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I name and locate on a map, the two major national parks nearest to Hebden Bridge?</li> <li>• Can I compare the similarities and differences between The Lake District and The Yorkshire Dales?</li> <li>• Can I investigate why we have so many National Parks in the UK?</li> <li>• Can I describe the advantages and disadvantages of National Parks?</li> </ul>
<b>UKS2 (A)</b>	<p><b>Volcanoes</b></p>	<p><b>Fair Trade</b></p>	<p><b>Mountains</b></p>
	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Europe including Russia</li> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Fieldwork – observe, measure, record and present</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Europe including Russia</li> <li>- United Kingdom</li> <li>- Northern and Southern Hemisphere</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Europe including Russia</li> <li>- United Kingdom</li> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Fieldwork – observe, measure, record and present</li> <li>- Eight points of compass</li> <li>- Map symbols and key</li> </ul>



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	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I describe how a volcano is formed?</li> <li>• Can I investigate what causes a volcano to erupt?</li> <li>• Can I research the impact of a volcanic eruption?</li> <li>• Can I investigate why people would choose to live near an active volcano?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I explain what 'Fairtrade' means?</li> <li>• Can I explain the impact of Fairtrade on producers and consumers?</li> <li>• Can I locate countries where Fairtrade products are grown on a world map?</li> <li>• Can I debate pros and cons of Fairtrade?</li> <li>• Can I use various sources of evidence to find out about a specific Fairtrade product and the country in which it is produced?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I find out how mountains are formed and locate major mountain ranges around the world, identifying the continent and country?</li> <li>• Can I investigate a range of mountain environments using the internet to create a fact file?</li> <li>• Can I discuss what the climate is like in mountainous areas and understand why?</li> <li>• Can I investigate the uses of the mountain environment, focusing on tourism?</li> <li>• Can I identify the positive and negative aspects of tourism in mountain environments?</li> </ul>
<b>UKS2 (B)</b>	<b>North America</b>	<b>Rivers</b>	<b>Climate Change</b>
	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Latitude and longitude</li> <li>- Time Zones</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Fieldwork – observe, measure, record and present</li> <li>- Eight points of compass</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Europe including Russia</li> <li>- United Kingdom</li> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Maps, atlases, globes and digital/computer mapping</li> <li>- Fieldwork – observe, measure, record and present</li> <li>- Eight points of compass</li> <li>- Map symbols and key</li> </ul>	<p><b>National Curriculum</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- Europe including Russia</li> <li>- United Kingdom</li> <li>- Latitude and longitude</li> <li>- Northern and Southern Hemisphere</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Settlement and land use</li> <li>- Economic activity and trade</li> <li>- Natural Resources</li> <li>- Climate zones</li> <li>- Biomes and vegetation belts</li> </ul>
	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I identify key human and physical features</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I describe a river system?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Can I understand and use a widening range of</li> </ul>



# Hebden Royd Geography Overview

	<p>of the United States of America?</p> <ul style="list-style-type: none"><li>• Can I identify physical features by studying different landscapes and examining how the Grand Canyon was formed?</li><li>• Can I examine the characteristics of how the states in the USA are different (human &amp; physical geography)?</li><li>• Can I find the key interactions between physical and human landscapes, especially the impact of water supply?</li><li>• Can I examine the development of New York City over time?</li></ul>	<ul style="list-style-type: none"><li>• Can I say how the different parts of a river are characterised?</li><li>• Can I understand how major river features like waterfalls are created?</li><li>• Can I find the major causes of river pollution?</li><li>• Can I describe how we remove pollution from the water in Rivers?</li><li>• Can I describe the processes in the water cycle?</li><li>• Can I find out how rivers, like the River Calder, have been used throughout history?</li></ul>	<p>geographical terms: climate, precipitation, equator?</p> <ul style="list-style-type: none"><li>• Can I understand about weather patterns around the world and relate these to climate zone?</li><li>• Can I understand how humans affect the environment?</li><li>• Can I explain about changes to the world environment?</li><li>• Can I understand why people seek to manage and sustain their environment?</li></ul>
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