



Christ The King Federation

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St Francis and St Joseph's Catholic Primary Schools

Executive Headteacher: Mrs S. Ginzler-Maher

Geography Curriculum Map 2022

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p><u>Themes</u></p> <p>Harvest/ The Little Red Hen, Farming (past and present)</p> <p>Autumn: Hibernation, trees, weather, Pumpkin Soup</p> <p>Light and Dark</p> <p>Stick Man</p> <p>-To know that the seasons change and investigate features of Autumn.</p> <p>-To understand & celebrate the Harvest and Apple day in October with different activities.</p> <p>-To appreciate how the seasons, change in Stickman and sequence them correctly.</p> <p>-To explore light & shadows.</p>	<p><u>Themes</u></p> <p>Winter Chinese New Year</p> <p>The Gruffalo's Child</p> <p>Polar Explorers/Cold Places (Polar animals, ice experiments)</p> <p>Spring</p> <p>-To know about similarities and differences in relation to places.</p> <p>-Talk about features of their own immediate environment -To learn about exploration in the Polar regions.</p> <p>-To understand that change in temperature & weather means that we need different clothing.</p>	<p><u>Themes</u></p> <p>Minibeasts</p> <p>Recycling</p> <p>Dinosaurs</p> <p>Under the Sea</p> <p>Pirates</p> <p>Seaside/Summer</p> <p>-To know about similarities and differences in relation to places.</p> <p>-Talk about features of their own immediate environment</p> <p>-To understand the importance of re-use, recycle on the environment and way in which they can help to look after our world.</p>

<ul style="list-style-type: none"> -To understand that the daylight is less in Autumn/winter -To know about similarities and differences in relation to places. -Talk about features of their own immediate environment <p>End point: Pupils can;</p> <ul style="list-style-type: none"> -Explore leaf printing, hedgehogs made with leaves, pictures made with natural autumn objects. -Learn about different apple varieties and where they come from in the UK or other countries. -Carry out a personal survey about different apples. -Make Stickmen made from sticks. -Order the seasons in pictures. 	<ul style="list-style-type: none"> -To begin understanding about northern and southern hemispheres, ice caps and why they are melting. -To explore freezing and melting with experiments. -To learn about CNY and how it is celebrated in this country, China & all over the world. -To explore light & shadows. -To learn about growth and new life, season change to Spring. <p>End point: Pupils can;</p> <ul style="list-style-type: none"> -Create Arctic collages, Polar bears, snowflakes, toilet roll penguins. -Make Gruffalo's child shadow puppets -Chn know what it is like where they live, what town and country they live in. They can identify some similarities and differences between their environment and that of the Arctic & China. 	<ul style="list-style-type: none"> -To explore the changes in weather and the natural world around them. -To learn about different seaside features and locations and how they are different to where we live (river/estuary) -To identify, name and talk about minibeasts in the local environment. -Learn about cold & warm sea habitats and the animals and plants that live there. <p>End point: Pupils can;</p> <ul style="list-style-type: none"> - Make Clay snails and caterpillars, butterfly symmetrical paintings, Ladybird matching spot collages. -Sort and understand different materials for recycling. -Make Dinosaur shape collages/paper plates. -Understand that dinosaurs lived a very long time ago and some of the reasons why they became extinct.
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	<p>-To make shadow outlines on the ground in chalk.</p> <p>-Make a home for a hibernating hedgehog</p>	<p>-Understand that Spring is a new season where the natural world comes to life and starts to grow again.</p> <p>-Make Spring blossom tree prints, Daffodils from egg boxes.</p>	<p>-Make Pirate flags, maps & boats. -Make seahorses, decorate fish with shiny scales. Under the Sea collages, Jelly fish with bubble wrap & paper cups.</p> <p>-Create sand pictures, Ice cream biscuits.</p> <p>-Design and make a home for a happy minibeast.</p> <p>-Make a map of the farmyard in 'What the Ladybird head'</p>
Year 1	<ul style="list-style-type: none"> • <u>Our school (Autumn 2)</u> • To understand where I live in the local area • To understand what our classroom looks like. • To look at aerial photographs. • To locate our school in our local area. • To draw a simple map. • To understand the route, I take to school. • To name the 4 points of a simple compass. • To begin to recognise map symbols. 	<p>1. <u>Our Country (Spring 2)</u></p> <ul style="list-style-type: none"> • To understand the differences between a 'town' and the 'countryside'. • To use key words about the town and countryside. • To name the countries of the UK. • To locate the UK using a map. • To understand what an 'aerial view' shows. • To identify key features of the countries of the UK • To observe aerial view photographs. 	<ul style="list-style-type: none"> • <u>Our Local Area (Summer 2)</u> • To understand what our local area is like. • To observe what my local area is like. • To observe what my local area is like. To describe where things are on a map. • To understand different types of housing in the local area. • To name the types of jobs that people do in our local area.

	<p>End Points:</p> <p>Pupils Can;</p> <ul style="list-style-type: none"> • Begin to recognise familiar places in their local area; • Write an address appropriately; • Use maps and plan a route; • Use simple compass directions (NESW); • Use aerial photographs to recognise basic human and physical features; • Recognise basic map symbols and begin to • Understand the need for a key; • Use simple fieldwork skills to study the geography of the school; 	<ul style="list-style-type: none"> • To name capital cities of the UK. • To explain what London is like using key words. • To compare two capital cities- Brasilia and London. <p>End Points:</p> <p>Pupils Can;</p> <ul style="list-style-type: none"> • Name the four countries of the UK, capital cities and surrounding seas. • Begin to know the differences between town and country locations. • Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Begin to know simple features of the countries of the UK. • Use aerial photographs to recognise basic human and physical features. 	<p>End Points:</p> <p>Pupils Can;</p> <ul style="list-style-type: none"> • Recognise familiar places in their local area. • Use maps to gather information about the local area. • Locate places/landmarks on a map. • Use simple compass directions (N, E, S, W). • Use aerial photographs to recognise basic human and physical features. • Recognise basic map symbols. • Use simple fieldwork skills to study the geography of the local area. • Make simple observations.
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- Make simple observations about the geography of the classroom and school;
- Ask simple geographical questions.

- Describe human and physical features of the capital city London.
- Use internet mapping programmes to observe aerial views.
- Compare the capital cities London and Brasilia
- Use world maps and globes to begin to locate some continents and countries

Wonderful Weather

- To understand what the weather is like in our country.
- To look at the weather where we live.
- To understand the different seasons in a year. To describe how the weather can affect us.
- To understand what weather forecasts, show. To use key words to describe the weather.
- To understand the dangers of weather.
- To understand what hot and cold countries are like.
- To understand what a cold area of the world is like. To use map skills to locate hot and cold places.

End Points:

Pupils Can;

- Name weather types in the UK.
- Identify daily changes in weather.
- Identify seasonal changes across a year.
- Recognise weather symbols.
- Use world maps and globes to identify the UK and begin
- To locate other countries.
- Explain some dangers of the weather.

Thought throughout the year

Year 2	<p>1. <u>Our Wonderful World (Autumn 1)</u></p> <ul style="list-style-type: none">• To name and locate the continents and oceans of the world.• To locate continents, countries and oceans of the world accurately• To understand key features of the continents of the world.• To understand how a journey can be made around the world.• To understand the location of hot and cold countries around the world.	<p>2. <u>Sensational Safari (Spring 1)</u></p> <ul style="list-style-type: none">• To understand where Kenya is in the world.• To locate Kenya on a world map.• To draw a simple map.• To understand what life is like for people living in Kenya.• To understand what a national park is.• To use compass directions to describe places on a map• To understand some of the main animals which live in Kenya.	<ul style="list-style-type: none">• <u>Magical mapping (Summer 1)</u>• To draw a simple sketch map.• To use compass directions to move around a map• To plan a route in the local area.• To use an atlas to find places in the UK.• To use an atlas to find places around the world.• To understand what an aerial view is.• To observe aerial photographs of the school and local area.• To use key words to explain human and physical features.
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	<ul style="list-style-type: none"> • To locate the continent, we live in and describe some of the key features. • To observe aerial photographs. 	<ul style="list-style-type: none"> • To understand what Maasai culture is like. • To observe photographs and ask questions to find out about a place. • To compare my life to a child's life from Kenya. 	<ul style="list-style-type: none"> • To name and locate the world's five main oceans.
	<p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. 	<p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the • difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. 	<ul style="list-style-type: none"> • End Points • Pupils Can; • Name different types of maps and explain some key features of maps. • Draw a simple sketch map of the school and local area. • Name the four points of a compass. • Plan a simple route around the local area using key vocabulary. • Identify map symbols. • Use an atlas to locate the four countries of • the UK, capital cities and other key places. • Use an atlas to locate the seven continents • of the world.

	<ul style="list-style-type: none"> • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions - Where is it? What is this place like? How near/far is it? 	<ul style="list-style-type: none"> • Begin to understand the importance of tourism to Kenya. • Draw a freehand map of Kenya. • Draw a map of a national park and begin to consider the location of key features. • Identify animals that live in Kenya and begin to explain the concept of 'endangered species. • Confidently use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks • in Kenya. • Ask geographical questions - Where is it? What is this place like? How near/far is it? 	<ul style="list-style-type: none"> • Use an atlas to locate the five major oceans • of the world. • Use aerial photographs to 'view from above' and recognise basic human and physical features • Ask geographical questions - Where is it? What is this place like? How near/far is it? • <u>4. Beside the Seaside</u> (Summer 2) • To use key words to describe different places and environments. • To use a map to find seaside locations. • To use key words to describe seaside locations. • To observe aerial photographs of seaside locations. • To locate seaside resorts in the four countries of the UK. • To understand what seaside holidays and resorts were like in the past and the present.
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			<ul style="list-style-type: none"> • To describe a seaside town in the UK. • To describe places and routes on a map. • To use a map to identify the main British islands. • To understand the location of hot and cold islands in the world. <p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Use key words to describe different places, including seaside locations; • Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • Explain that seaside resorts can be found in the UK and worldwide; • Begin to classify key features of places into 'natural' and 'man-made' • Observe aerial photographs of seaside locations
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			<ul style="list-style-type: none"> • Recognise basic human and physical features; understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; • Describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information; explain how an island is different from the mainland and locate some of the main British islands using an atlas; use and follow simple compass directions (NESW);
Year 3	<p>1. <u>The UK - counties, cities, rivers and seas, hills and mountains.</u> (Autumn 1)</p> <ul style="list-style-type: none"> • To name and locate the countries and cities of the UK. • To use the eight compass points to describe the location of the countries and cities of the UK. • To name and locate the main rivers and seas of the UK. 	<p>2. <u>Land Use (Spring 1)</u></p> <ul style="list-style-type: none"> • To use simple sketch maps that show how land is used. • To use a key on a map to show how land is used. • To create a simple sketch map to show how land is used. • To create a simple map to show how land is used. • To describe land use in urban and rural areas in the UK. 	<p>2. <u>Extreme Earth - Volcanoes, earthquakes, tsunamis (Summer 1)</u></p> <ul style="list-style-type: none"> • To describe what you find underground. • To explain how volcanoes are formed • To explain how volcanoes affect people's lives. • To explain what causes earthquakes and how they are measured. • To explain what causes tsunamis and how they affect people.

- To identify rivers and seas using an atlas or map.
- To name and locate some of the counties of the UK.
- To use a map to locate some of the counties of the UK
- To name and locate areas of high ground in the UK
- To identify ways that London has changed over time
- To explain the importance of the Prime Meridian to London's history.
- To describe and understand how the UK has changed over time.

End Points
Pupils Can;

- Locate the countries that make up the UK on a map;
- Name the capital cities of the countries of the UK;
- Label the key cities in the UK on a map;

- To explain how land is used for different types of farming.

• End Points
• Pupils Can;

- Explain the purpose of a sketch map.
- Identify the features of a sketch map.
- Identify important landmarks in the local area.

- To explain what causes tornadoes and the effects they have

End Points
Pupils Can;

- Name the layers that make up the Earth;
- Name the key parts of a volcano;
- Show where most volcanoes are found;

	<ul style="list-style-type: none"> • Name the seas surrounding the UK; • Name some of the UK's main rivers; • Find the names of seas on a map; • Explain what a county is; • Find their county on a map; find areas of higher ground on a map of the UK; • Name some areas of higher ground in the UK; • Explain who first settled in London; • Find London on world and UK maps; • Describe how the UK population has changed over time; • Identify where some immigrants to the UK came from; 	<ul style="list-style-type: none"> • Explain the purpose of symbols on a map. • Use symbols and a key to annotate a map. • Name landmarks we might see in a chosen area. • List ways we use land in the UK. • Describe an area as urban or rural. • List different types of rural spaces. <p><u>Rainforests (Spring 2)</u></p> <ul style="list-style-type: none"> • To identify areas of the world containing rainforests. • To use maps and atlases to locate rainforests • To identify areas of the world containing rainforests. • To describe the key aspects of a tropical climate 	<ul style="list-style-type: none"> • Explain how to keep safe during an earthquake; • Describe a tsunami; • Describe the damage caused by a tsunami; • Explain how tornadoes form; • Describe how scientists collect data about storms.
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		<ul style="list-style-type: none"> • To describe and understand the features of the layers of a rainforest. • To describe the animals and plants living in the rainforest. • To compare the Amazon rainforest and Sherwood Forest. • To explain the effects humans are having on the rainforests. <p>End Points:</p> <p>Pupils can;</p> <ul style="list-style-type: none"> • Name some countries where rainforests are found. • Label a map to show countries where rainforests are found. • Find the Equator on a map and tell you that rainforests are found near the Equator. • Describe what the weather is usually like in a tropical climate. 	
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		<ul style="list-style-type: none"> • Name the four layers of a rainforest and tell you about the climate in each layer. • To tell you more about one animal living in a rainforest. • To tell you some similarities between the Amazon rainforest and Sherwood Forest. • To tell you some differences between the Amazon rainforest and Sherwood Forest. • To tell you what deforestation means. 	
Year 4	<p>1. <u>Water: The Water cycle (Autumn 1)</u></p> <ul style="list-style-type: none"> • To explain the three states of matter. • To explain the key aspects of the water cycle • To explain how clouds and rain are formed. 	<p>2. <u>Around the world (Spring 1)</u></p> <ul style="list-style-type: none"> • To explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. • To identify lines of latitude and longitude 	<p><u>Somewhere to settle (Summer 1)</u></p> <ul style="list-style-type: none"> • To explain why settlements develop in certain locations. • To explain why settlements develop in certain locations. • To use maps to identify settlements built by invaders. • To compare land use in different settlements.

	<ul style="list-style-type: none"> • To explain how and why drinking water is cleaned. • To explain the causes and effects of flooding. • I understand the causes and effects of water pollution. 	<ul style="list-style-type: none"> • To use longitude and latitude to find places on maps, atlases and globes. • To describe the key features of the polar regions and compare them to the UK. • To compare the climate of the tropics with the UK climate. • To explain the position and significance of the Prime Meridian. • To explain the position and significance of time zones 	<ul style="list-style-type: none"> • To use maps to identify links between settlements. • To create a map of a settlement.
	<p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Describe water in its solid, liquid and gaseous state. • List the main events in the water cycle. • Explain that changes in temperature cause 	<p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and 	<p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Explain what a settlement is; • Identify important features of a settlement site; • List the things settlers need from a settlement site;

	<ul style="list-style-type: none"> • evaporation and condensation. • Explain that water has to be cleaned for • drinking. • List different types of flooding. • Describe how flooding affects communities. 	<ul style="list-style-type: none"> • globe. • Find the North and South Poles on a globe or • map. • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and • Capricorn. • Identify differences between the UK and the • tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time • differences. 	<ul style="list-style-type: none"> • Explain that settlements have been built at • Different times in history; • List different types of land use; • Identify land use using a digital map; • Use a key to identify transport links on maps; • Use an atlas to find a route between two places; • Draw a map of a settlement; • Create a key for a map. <p>4. <u>What's it like in Whitby/Sheffield?</u> (Summer 2)</p> <ul style="list-style-type: none"> • To identify Sheffield and its major features • To compare the physical geography of Sheffield with that of my own area. • To compare land use in Sheffield with that of my own area. • To compare the human geography of Sheffield with that of my own area.
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			<ul style="list-style-type: none"> • To create a travel guide for a trip to Sheffield • To compare the physical and human features of Sheffield with those of the area I live in. <p>End Points Pupils Can;</p> <ul style="list-style-type: none"> • Locate Sheffield and their school on a map; • Identify physical features of Sheffield using a map; • Identify human features of Sheffield using a map; • Describe the landscape of Sheffield City Centre; • Name different types of land use; • Use a key to record types of land use; • Tell you about the human geography of Sheffield; • Tell you what planning is needed for a trip in the UK.
Year 5	<u>1. Energy and the environment - Enough for everyone (Autumn 1)</u> <ul style="list-style-type: none"> • To explain what settlers need. 	2. <u>Exploring Eastern Europe (Spring 1)</u>	<u>3. Marvellous Maps (Summer1)</u> <ul style="list-style-type: none"> • To find countries in Europe and North and South America on a map.

	<ul style="list-style-type: none"> • can explain how electricity is generated and distributed. • can explain where electricity is generated in the UK • can explain renewable sources of electricity. • can explain where our food comes from. • can use digital maps to calculate food miles. • understand the importance of conserving food, water and energy supplies. • understand that access to natural resources varies in different countries. <p>End point:</p> <p>Pupils can;</p>	<ul style="list-style-type: none"> • To identify the countries of Europe. • To identify the capital city of a country. • To compare features of eastern European landscapes with my own area. • To compare the climate of eastern European regions with that of my own area. • To compare the human geography of eastern European regions with that of my own area. • To present information about one area of eastern Europe. • To explain the impact of the Chernobyl nuclear disaster. <p>End point:</p> <p>Pupils can;</p>	<ul style="list-style-type: none"> • To find cities in the UK on a map and identify some of their features. • To find information in an atlas using the index and simple co-ordinates. • To can use a key to describe features on an Ordnance Survey map. • To use the eight compass points to describe routes on a map. • To use four or six-figure grid references to locate places on a map. • To plan a journey using the eight compass points and four or six-figure grid references. • To describe how land use has changed over time. <p>End point:</p> <p>Pupils can;</p> <ul style="list-style-type: none"> • Use an index to find a place name.
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	<p>Pupils can discuss types of settlements and land use</p> <ul style="list-style-type: none"> • Pupils can identify types of settlement and land use including distribution of energy, food, and water. • Pupils can use maps, atlases, globes and digital mapping to locate countries 	<ul style="list-style-type: none"> • Describe a continent as a large landmass; • Explain that continents are groups of countries; • Identify some countries in Europe; • Use an atlas to find the names of countries. • Tell you about important physical features of an area of eastern Europe; • Tell you about the climate of an area of eastern Europe; • Tell you about the human geography of an area of eastern Europe; • Explain what planning is needed for a trip abroad; • Identify the countries affected by the Chernobyl nuclear disaster. 	<ul style="list-style-type: none"> • Find the correct page in an atlas by using the index. • Explain why maps have symbols on them. • Recognise some map symbols on an Ordnance Survey map. • Give co-ordinates by going across first and then up. • Find a location from four-figure co-ordinates. • Find differences between photographs of the same location. • Find similarities between photographs of the same location. • Find differences between maps of the same location. <p><u>4.Margnificant Mountains (Summer 2)</u></p> <ul style="list-style-type: none"> • To can use a map to find countries and their key features. • To locate key mountain ranges of the world. • To locate key areas of higher ground in the UK.
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			<p>use a map to find and describe key features of the mountains.</p> <ul style="list-style-type: none"> • To can describe the key features of a mountain range. • To can explain how different types of mountains are formed. • To can describe a mountainous climate. • To can describe how tourism affects mountain regions. <p>End point: Pupils can;</p> <ul style="list-style-type: none"> • Use a legend to find areas of higher ground on a map. • Explain different ways areas of higher ground are shown on a map. • Tell you that not all mountains look the same. • Identify a valley and the summit, foot and slope of a mountain.
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			<ul style="list-style-type: none"> • Draw a mountain range including the key features they have identified. • Tell you that mountains formed a very long time ago. • Describe how tectonic plates move together to create fold mountains. • Describe how lava flow creates volcanic mountains. • Describe what the weather is usually like on a mountain. • Tell you why people might visit mountains. • Describe some of the negative effects of tourism on an area.
Year 6	<u>Raging Rivers (Autumn 1)</u> <ul style="list-style-type: none"> • To explain the water cycle • To locate the key rivers of the UK. • To locate the key rivers of the world. • To describe the key features of a river system. 	<u>The Amazing Americas (Spring 1)</u> <ul style="list-style-type: none"> • To identify the countries of North and South America. • To identify the capital city of a country. 	<u>Our Changing World (Summer 1)</u> <ul style="list-style-type: none"> • To explain how water and weather changes the landscape. • To understand how costal features are formed

- To use atlases and maps to identify the key features of a river system.
- To describe the ways rivers are used.
- To explain the impact of damming rivers.

- To use geographical terminology to describe the location and characteristics of a range of places across the Americas.
- To describe the climates and biomes of different regions across the Americas
- To identify physical and human geographical features of my local area
- To identify similarities and difference in the human and physical geography of my local area and a region of North America.
- To tell you the names and locations of the ancient and new wonders of the world.
- To describe the characteristics and significance of a natural wonder of the Americas.

- To identify coastal features of the UK.
- To understand how coastal features are formed
- To explain how the make-up of the United-Kingdom has changed over time.
- To predict how physical factors might change the landscape in the future.

	<p>End point Pupils can;</p> <ul style="list-style-type: none"> • List the main events in the water cycle. • Use the index in an atlas to find rivers. • Describe the place in which the source of a river is found. • List some features of a river's upper course. • List some features of a river's middle course. • List some features of a river's lower course. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • List some ways that rivers are used. • List some advantages for different uses of a river. • List some disadvantages for different uses of a river. • Describe what a dam is. 	<p>End point: Pupils can;</p> <ul style="list-style-type: none"> • Explain that a continent is a large landmass; • Explain that continents are groups of countries; • Identify some countries in North America; • Identify some countries in South America; • Describe physical features of an area of the Americas; • Describe the climate of an area of the Americas; • Describe the human geography of an area of North America; • Explain what latitude is; • Identify the equator, tropics and poles on a map; <p>explain that coordinates pinpoint a geographical location;</p> <ul style="list-style-type: none"> • Name some wonders of the Americas; 	<p>End point: Pupils can;</p> <ul style="list-style-type: none"> • Explain what weathering and erosion mean; • Describe how erosion changes rocks; • Name some features of a coastline; • Name some famous UK coastal features; • Describe how erosion and deposition change the look of a coastline; • Name an area of the UK which has been affected by coastal erosion; • Identify how the UK's borders have changed over time; • Identify similarities in photographs of a landscape taken at different times; • Describe some ways that weather can change the landscape; • Describe how physical changes have affected Earth since 1800;
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- Give the location of one major dam.

- List some physical changes to the Earth predicted to occur by 2050;
- Describe some ways that human activity changes the landscape.

Trade and Economics (Summer 2)

- Can explain the UK's trade links with other countries.
- Can use maps to show the UK's trade links with other countries.
- Can explain trade links between El Salvador and the UK.
- Can explain the importance of Fair Trade.
- Can explain the global supply chain.
- Can explain how trading has changed through history.
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			<p>End Point: Pupils can;</p> <ul style="list-style-type: none"> • Explain the difference between imports and exports; • List some goods exported from the UK; • List some goods imported to the UK; • Name some countries the UK exports goods to; • Name some countries the UK imports goods from; • Use an atlas to find countries; • Locate El Salvador on a world map; • Name some goods exported from El Salvador to the UK; • List some products that are fairly traded; • Describe how goods can be the product of more than one country; • Describe how trade takes place today; • Describe how trade took place in Tudor and Victorian times.
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Year 2 topic 'Let's go to China' objectives shared at the start of Chinese New Year.

Year group	
1	To understand where China is in the world and to compare weather to our country.
2	To locate China on a world map and to understand what life is like for people in China
3	To compare what life is like in different countries (China and the UK)
4	To compare school life in China (Beijing) and The UK (my own school).
5	To understand what Chinese culture is like.
6	To understand the different types of farming in China.

January 2023: Sunday 22nd January