


Year Group	Thrapston Primary School Skills and Knowledge Progression Subject area - Geography Local Study 				
EYFS	<u>Topics (ongoing throughout the year)</u>	<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Skills and Fieldwork</u>
EYFS	<p>Changes around us (seasons)</p> <p>Festivals</p> <p>Local Area - Thrapston Walk</p> <p>Animals and where they live</p> <p>Directional Language</p> <p>Story Maps / Own map making</p> <p>Small world – geographical settings e.g forest, ocean</p>	<p>Talk about similarities and differences in relation to places, objects, materials and living things</p>	<p>Notice features of objects in my environment</p> <p>Talk about some of the things I have observed such as plants, animals , natural and found objects</p> <p>Talk about the features of my own immediate environment and how environments might vary from one another</p>	<p>Look closely at similarities and differences, patterns and change</p> <p>Make observations of the environment and explain why some things occur and talk about changes</p>	<p>Enjoy playing with small world models such as farm, a garage or a train track</p> <p>Use positional language</p> <p>Use everyday language to talk about positions and distance to solve problems</p> <p>Describe my relative position, such as behind or next to</p>

<u>NC Coverage</u>	<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Skills and Fieldwork</u>
<p><u>Weather and Seasons</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To order the months of the year and recognise the four seasons To spot the differences between the four seasons To find clues to decide which season we are in To identify the types of clothing worn in different weather Identify the types of weather we have in the United Kingdom and record the daily weather in our area Explore how the weather affects different jobs 	<p>We live in the U.K. In the U.K. we have four seasons – spring, summer, autumn, winter</p>		<p>Knows and order months of the year. Knows and can explain what the weather is like in our country. Knows and can name some weather types that happen in the UK. Knows that weather changes throughout the year and can name the seasons. Knows and can explain how the weather can affect us Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. Knows and understands what weather forecasts show Knows some weather symbols and can explain what they show Knows what hot and countries might look like and how they might differ according to the weather</p>	<p>Observe the weather. Record observations. Talk about and present findings. Describe what weather forecasts show. Begin to locate a hot and cold country on a world map. Locate the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic.</p>
<p><u>The UK</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To locate the four countries of the United Kingdom To identify the four capital cities and surrounding seas of the United Kingdom To explain the differences between human and physical features To describe the human and physical features of one of the UK's capital cities To share my understanding of the UK 	<p>England (where we live) is one of four countries in the U.K. The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. The capital cities of each country in the U.K are: London, Edinburgh, Cardiff and Belfast. The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</p>	<p>Towns and countryside have similar and different geographical features.</p>	<p>Use a growing range of subject specific vocabulary. Use basic geographical vocabulary to refer to human and physical features. Key physical features of the U.K include: rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</p>	<p>Use globes, maps and atlases to locate the countries and capital cities of the U.K. Compare geographical features of towns and the countryside using their existing observations, maps and photographs. Use aerial photographs to begin to locate countries.</p>
<p><u>The Local Area</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To identify some features of our school grounds To identify some features of our local area To learn where Thrapston is on a map To learn how to use, read and make simple maps using correct map symbols To some similarities and differences between Thrapston and other local villages/towns 	<p>Our school is called Thrapston Primary School and it is located on Market Road in Thrapston. Thrapston is a small town in England. Some of the nearby towns and villages are: Islip, Denford and Aldwinckle.</p>	<p>Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.</p>	<p>Human features are characteristics of a place that were made by humans for example shops and roads. In Thrapston: Co-op, Ben's Chippy, The Bridge Hotel, TPS, Vets Surgery, Plaza, Market Road etc. Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). In Thrapston: Peace Park, TPS School Field, River Nene, Fishing Lake etc.</p>	<p>Know what an aerial photograph is and look at a variety of aerial photographs. Talk about what can be seen. Know that maps have symbols on them to show important buildings and other features of the area. Begin to make simple maps of school grounds and Thrapston.</p>

Year 2	<u>NC Coverage</u>	<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Skills and Fieldwork</u>
	<p><u>Hot and Cold places</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To be able to identify hot and cold places and locate them on a map To be able to recognise and compare physical features of hot and cold places To explore a hot or cold place To be able to identify animals that live in hot and cold places and recognise how they adapt To be able to sort appropriate items for a trip to a hot or cold place To describe what I would see in a hot or cold place 	<p>There are borders that separate different parts of the world A continent is a land mass and an ocean is a large body of water (and the names of each) There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia</p>	<p>Compare features of hot and cold places</p>	<p>The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) The equator is the hottest part of the world and it relates to the Earth's orbit around the sun.</p>	<p>Make comparisons between different localities (temperature, weather, clothing needed etc) Use a growing range of subject specific vocabulary Use presentation skills with growing confidence</p>
	<p><u>Compare Thrapston to contrasting locality (non-European country)</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To be able to locate countries on a map To be able to identify physical and man-made features of Thrapston To be able to identify physical and man-made features of a contrasting locality To be able to create a map of our local area To compare physical and man-made features of Thrapston and a contrasting locality 	<p>Our school is called Thrapston Primary School and it is located on Market Road in Thrapston which is a small town in Northamptonshire in England.</p>	<p>Compare Thrapston in England with a contrasting location Identify key physical features of Thrapston Identify key human features of Thrapston Identify key physical features of a contrasting locality (non-European country) Identify key human features of a contrasting locality (non-European country) Make geographical comparisons</p>	<p>Human features are characteristics of a place that were made by humans for example shops and roads. Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). Use basic geographical vocabulary to refer to physical and human features.</p>	<p>Use simple compass directions Plot and navigate a simple route on a map Recognise basic map symbols and use these in a key Express views about the environment and begin to suggest improvements with reasoning</p>
	<p><u>Seaside (Links to History) Continents and Oceans</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To be able to locate seaside towns To be able to compare Thrapston with a seaside town To understand where I am in the world To locate the world's continents on a map To locate on a map the oceans that link the continents To describe where different continents and oceans are located 	<p>There are borders that separate different parts of the world A continent is a land mass and an ocean is a large body of water (and the names of each) There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia The majority (71%) of the world's surface is covered by water The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, continents and oceans of the world Make comparisons between different continents and oceans Use basic geographical vocabulary e.g. north, south, east and west Research and write facts about a country, continent or ocean</p>
<p>End of Key Stage Expectations:</p>	<p>Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use world maps, atlases and globes to identify the UK and its countries + countries, continents and oceans studied at this key stage. Use simple compass directions and locational and directional language [e.g. near and far; left and right], to describe the location of features on a map</p>	

NC Coverage	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<p>Map/atlas skills</p> <p><i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To recap the continents of the world To be able to locate countries on a world map To find out about some of the key geographical features of each continent To be able to locate major capital cities of the world To be able to use a variety of sources to identify human and physical features in a particular country 	<p>Name and locate the continents on a World Map</p> <p>Name and locate some countries of Europe and beyond the continent</p> <p>Name and locate some major cities of the world</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns</p>	<p>Identify the main physical and human characteristics of the countries of Europe</p>	<p>Ask and answer geographical questions</p> <p>Describe key aspects of physical geography, identifying them on maps</p> <p>Describe key aspects of human geography including settlements and land use</p>	<p>Use maps, atlases, globes and digital mapping (Google Earth) to locate countries and describe features studied</p> <p>Use locational and directional language such as: near, far, left, right to describe the position of countries and cities</p> <p>Use a wider range of resources to identify the key physical and human features of a location</p>
<p>Rainforests</p> <p><i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To recognise what a rainforest is and locate the world's rainforests on a map To recognise the different layers of life in a rainforest To recognise the features that make up a rainforest To investigate the climate of the rainforest To discover what life is like for people and settlements of the rainforest and to make comparisons to our lives To describe and explain why rainforests are under threat and the measures taken to protect it To research one rainforest in detail 	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Know that tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.</p>	<p>Know that Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.</p> <p>Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water and that tropical rainforest is one of the main biomes.</p> <p>Know that rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.</p>	<p>Explain what a rainforest is.</p> <p>Explain what a biome is and recognise that tropical rainforest is one of the main biomes.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate rainforests and describe key features studied</p> <p>Use locational and directional language such as: near, far, left, right to describe the location of rainforests compared to other physical and human features</p>
<p>Italy – European country</p> <p><i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To use maps to identify the location of Italy, its neighbouring countries and seas To identify the capital city of Italy and identify where it is in Italy To name other cities in Italy and to identify their locations To identify some of the physical features of Italy To identify some of the human features of Italy To learn how to make comparisons between UK and Italy 	<p>Italy is in Europe which is in the northern hemisphere</p> <p>Know Rome is the capital city and its location in the country</p> <p>Know other cities/regions and their location in the country</p> <p>Know the flag of Italy and understand the concept of a national identity.</p> <p>Know significant environmental regions and their physical characteristics e.g. rivers, mountains,</p> <p>Know the location of significant landmarks in Italy e.g. Colosseum, Trevi Fountain</p>	<p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use</p> <p>Identify the main physical and human characteristics of Italy</p> <p>Describe geographical similarities and differences between a region in the United Kingdom and a region of Italy</p>	<p>Ask and answer geographical questions about the physical and human characteristics of Italy</p> <p>Describe key aspects of physical geography of Italy, including rivers, mountains etc. and compare to a region of the UK</p> <p>Describe key aspects of human geography including settlements and land use of Italy and compare to a region of the UK</p>	<p>Use an atlas to locate Europe and Italy and relate this to a globe and find the same locations using google maps and satellite images.</p> <p>Use an atlas to identify Italy's flag</p> <p>Use maps, atlases, globes and digital/computer mapping to identify physical and human features of Italy such as: mountain ranges, rivers and landmarks and record key facts.</p>

<u>NC Coverage</u>	<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Skills and Fieldwork</u>
<p>Mountains <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> Describe what a mountain is and locate the world's 'Seven Summits' on a map Describe the key features of mountains and how they are formed Describe the climate of mountains and explore mountain life Explore and locate the UK's highest mountains Recognise the importance of the Himalayas for people living in the region 	<p>Name and locate the world's seven summits. Know and can name some of the mountain regions in the UK</p>	<p>Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water and that mountainous areas are one of the main biomes.</p>	<p>Explain what a mountain is. Explain what a biome is and recognise that mountainous areas are one of the main biomes.</p>	<p>Use maps, atlases and digital mapping to locate mountains</p>
<p>Greece – European country <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To use maps to identify the location of Greece, its neighbouring countries and seas To identify the capital city of Greece and identify where it is in Greece To investigate the landscape of Greece, its features and how it is used To explore tourism in the Mediterranean region To investigate some of the main features of Athens To compare everyday life for a child in Athens with a child from the U.K. To understand some of the factors affecting migration into Europe through Greece 	<p>Greece is in southern Europe which is in the northern hemisphere; name some of its bordering countries Know Athens is the capital city and its location in the country Know other cities/regions and their location in the country Know significant environmental regions and their physical characteristics e.g. rivers, mountains, Explain my own views about locations, giving reasons</p>	<p>Identify the main physical and human characteristics of the Greece Describe geographical similarities and differences between Greece and the UK</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location Describe key aspects of physical geography in Greece Describe key aspects of human geography in Greece including settlements and land use</p>	<p>Use maps, atlases and digital/computer mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of Greece</p>
<p>UK – compare to local area <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> Locate, compare and contrast the different countries of the UK Identify where I live in the UK and locate some of the UK's counties and major cities Identify physical and human features of the UK Identify physical and human features of Thrapston Use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods Understand how Thrapston's landscape has changed over time and the reasons for this 	<p>Know the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map Name and identify physical features of the UK, e.g. significant rivers, mountain ranges Name and identify human features of the UK</p>	<p>Compare Thrapston to another UK region and compare their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. Describe how Thrapston has changed over time, including new housing estates and buildings in the town.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of Thrapston and the UK. Describe key aspects of physical geography, in Thrapston and compare to the UK. Describe key aspects of human geography including settlements and land use in Thrapston and compare to the UK</p>	<p>Use fieldwork to observe and record the human and physical features in Thrapston using a range of methods including sketch maps, plans, graphs and digital technologies Know how to find specific information from an atlas (page numbers, compass points and index) Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</p>

NC Coverage	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<p><u>Earthquakes (and volcanoes)</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To understand the structure of the Earth To understand that the Earth's crust is split into tectonic plates To understand what causes an earthquake To investigate the five deadly features of an earthquake To be able to identify the help needed by earthquake survivors due to short- term and long- term effects To be able to locate well-known earthquakes and to find out key facts <p><u>VOLCANO DAY (cross-curricular with English)</u></p> <ul style="list-style-type: none"> To understand what causes a volcano To describe and explain the key features of a volcano To locate a range of famous volcanoes and find out some key facts 	<p>Know the tectonic plate we are located on in England. Know the name of some other tectonic plates and countries that are located on them. Know and describe some well-known earthquakes and where they were located.</p> <p>Know and describe some well-known volcanoes and where they were located.</p>	<p>Earthquakes are caused by different types of movement in the earth's tectonic plates Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</p> <p>Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.</p>	<p>Understand and explain the structure of the earth – crust, mantle, outer core, inner core. Explain what tectonic plates are. Know what tectonic plates are and name some. Identify and discuss five deadly features of earthquakes. Discuss the physical and human effects of earthquakes – short-term and long-term.</p> <p>Discuss the physical and human effects of volcanoes – short-term and long-term.</p>	<p>Identify and discuss methods of measuring earthquakes. Identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge, using atlases and maps. Give the location of places of geographical interest (including those represented by maps with symbols) using four and six figure grid reference</p>
<p><u>Rivers</u> <i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To know what a river is To locate some of the world's longest rivers To be able to describe how rivers are used around the world To be able to identify the stages and features of a river To be able to recognise and explain how human activity affects rivers To be able to recognise and explain how flooding affects communities To learn about the journey of the River Nene – Local Case Study 	<p>Know that the River Nene passes through Thrapston, its source and mouth.</p>	<p>Know major rivers around the world and where they are located. Develop knowledge of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation.</p>	<p>Explain what a river is. Relate the formation and continuum of rivers to knowledge of the water cycle. Know that upper course river features include: the source, V-shaped valleys, rapids, waterfalls and gorges Know that middle course river features include: wider, shallower valleys, meanders, and oxbow lakes. Know that lower course river features include: wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. Know that rivers erode in different ways and begin to discuss these ways Begin to identify and describe how the physical features affect the human activity within a location</p>	<p>Locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude 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 Locate the River Nene on maps of varying scales of Thrapston and use a compass correctly to map the direction water flows in</p>

Climate

N.C. Objectives:

- To identify the different lines of latitude and explain how latitude is linked to climate
- To locate different climate zones and explore the differences between the Northern and Southern Hemispheres
- To compare temperate and tropical climates
- To explore weather patterns within a climate zone
- To identify the characteristics of each climate zone
- To compare the climates of two locations
- To understand and explain what climate change is, consider some of the reasons for this and explain some of the impacts

Know the climate zone that Thrapston and England is in and explain the features of this climate zone.
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles

Know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones
Know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation. Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities
Understand the impact of climate change on the different climate zones worldwide
Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.
The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.
As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow.

Describe and understand key aspects of climate zones
Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations

Label different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes.
Use Ordnance Survey resources to verify predictions about the climate in a specific location according to its geographical location
Use atlases to identify where the Andes and other mountain ranges are and predict what their climate will be.

Year 6	<u>NC Coverage</u>	<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Skills and Fieldwork</u>
	<p>North America</p> <p><i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To be able to identify the countries of North and South America, identifying the capital city of a country. To be able to use geographical terminology to describe the location of a range of places in North America To be able to describe the climates and biomes of different regions across North America To be able to identify physical and human geographical features of Thrapston – local study To be able to identify similarities and differences in the human and physical geography of Thrapston and a region of North America To learn the names and locations of the ancient and new wonders of the world and describe the significance and characteristics of a wonder in North America 	<p>There are 23 countries in North America, with Canada being the biggest.</p> <p>Knows and is able to identify the relative locations of Canada, USA, Mexico, Cuba and Guatemala on a map of North America</p> <p>There are 50 states in the USA</p> <p>Mexico City is the largest city with more than 9 million people living there.</p> <p>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.</p> <p>Greenland is not only the biggest island in North America but also in the world.</p> <p>The Missouri River is the longest in North America and flows through seven US states.</p> <p>Denali is the highest mountain in North America.</p> <p>Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</p>	<p>Explain and discuss a range of reasons for geographical similarities and differences between states in North America, making comparisons to Thrapston and the local area.</p> <p>Explain how some locations within North America are changing and some of the reasons for change</p> <p>Describe geographical diversity across North America, comparing to the local area and the UK.</p>	<p>Identify and describe the main human and physical characteristics of South and Central America</p> <p>Begin to understand and explain how countries and geographical regions are interconnected and interdependent</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Canadian lakes and Mount Denali)</p> <p>Use a map scale to understand the significance of the size of Lake Superior and Great Bear Lake.</p> <p>Identify the flags of countries in North America using an atlas.</p> <p>Locate and trace the course of the Missouri river from its source using a map</p>
<p>Africa</p> <p><i>N.C. Objectives:</i></p> <ul style="list-style-type: none"> To be able to identify African countries and locate them on a map To find out about western Africa and the country of Nigeria To explore northern Africa and Morocco To explore central Africa and the Central African Republic. To explore eastern Africa and Tanzania To explore southern Africa and South Africa 	<p>Africa has 54 countries altogether. Out of all the continents, it has the largest number of countries.</p> <p>Africa can be split into five different regions: Northern Africa, Western Africa, Central Africa, Eastern Africa and Southern Africa.</p> <p>The three largest countries are: Algeria, Democratic Republic of the Congo, Sudan.</p> <p>Northern Africa is effectively separated from the rest of Africa by the Sahara Desert. With its close proximity to the Mediterranean and Middle Eastern countries, northern Africa has a very different cultural identity to countries in Sub-Saharan Africa.</p>	<p>Explain and discuss a range of reasons for geographical similarities and differences between regions and countries in Africa.</p>	<p>Describe and understand key aspects of: physical geography in regions/countries of Africa, including: climate zones, biomes and vegetation belts, deserts, rivers and mountains</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries in Africa and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key to develop knowledge of Africa.</p>	

End of Key Stage Expectations:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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