

Development of Geography at George Spicer

	Country Case Study	Vocabulary	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Enquiry	Fieldwork	Map Work
6	Congo Antarctica	Contour lines Export Vegetation belt Natural resources	Continuation from Year 5 but also being able to locate key topographical features such as mountain ranges, deserts and rivers.	Compare the features of England and Congo. Looking at similarities and differences. Trying to understand how the differences have shaped both countries.	Comparing the natural resources available to England and Congo and this supports the country economically. How has this changed over time and why? From rubber and ivory to minerals.	Compare and contrast the vegetation belts in England and Congo. Recap and develop – parts of a river The Congo River and the water cycle.	Congo has an estimated \$24 trillion of untapped minerals within the country. However, it is one of the poorest countries in the world. How is this so?	To be able to choose what to record and how to do it. Be able to analyse the data they have collated and come to some conclusions.	Read Begin to interpret OS maps and contour lines. Create Draw their own OS style maps using contours and keys.
5	Mongolia	Ordnance Survey Nomadic Tectonic plates	Be able to name and locate major countries in the world and also name their capital cities.	Compare the features of England to a Mongolia. Looking at similarities and differences especially in terms of rural areas and 'wilderness'.	Linked to Electricity topic. Look at how we get energy. Begin to look at options for sustainable energy. Begin to explore why renewable energy is so important for the future.	Understand why earthquakes happen and their impact, dependent on size. Focus on Mongolian earthquakes. Also the damage created for people in those areas.	Do all people live in the same place? Should people have holiday homes? What is it like to live like a Mongolian nomad?	Decide what to record as a group and work out how to record the data – what would be best? Begin to make simple analysis of data.	Read Understand six figure grid references Create Draw a map freehand, use a more complex key to represent certain places.
4	Brazil	Biomes Eroding Meander Tributary Flood plain Grid references North, North East, East, South East, South, South West, West, North West.	Be able to name and locate a number of European countries. Also to identify the major countries in each continent. E.g. Brazil and Argentina in South America. China, India and Japan in Asia.	Compare the features of London to a Rio de Janeiro. Looking at two sides of Rio – the affluent side and the favelas.	Looking at the importance rivers play in human life in terms of: water, transport, energy and	The parts of a river in relation to the Amazon River. From the source to the mouth. Introduce Biomes and discover which ones can be found in Brazil. How do they differ? The water cycle, including transpiration (linked	What is this landscape like? How might it have changed throughout the years? How might it change in the future? What impact are humans having on this landscape? Relate to the rainforest.	To record data on a conversion graph, line graph and frequency table.	Read Understand four figure grid references Understand scale and use it to find distances between places (as the crow flies). Create Draw a map freehand, use

						with states of matter science work)			a more complex key to represent certain places. Compass/ Direction Use the eight points of a compass
3	North America (USA and Canada)	Climate zones Equator Time zones Landscape Volcanoes Forest Mountains Lakes Data Interpret	Be able to find and locate a range of topographical features such as forests, mountains and lakes in the UK and USA.	Compare the features of London to a New York. Looking at similarities and differences. Focus on the skylines of both cities.	Think about how Begin to think about why people set up towns and cities in certain areas, focusing on Anglo-Saxon cities in UK.	Why volcanoes form, beginning to understand tectonic plates: The difference between an extinct, dormant and active volcano. Active: Mount Kilauae (Hawaii) Dormant: Mount Washington Building on knowledge from Year 1 – looking at climate zones in relation to the equator. Seeing how a big country – like the USA fits into several climate zones.	Where might this place be located? What can we tell about this place? What might the temperature be like?	Continue from Year 2 but record in more complex ways such as bar charts.	Read Consolidate use of atlas and globes. Create Draw a map freehand, begin to use a simple key to represent certain places.
2	Australia	Data Interpret Rivers Deserts Coasts Woodland Meadowland Hemisphere Habitat Exports Climate	Be able to name a range of European countries. Be able to name and locate a range of cities in England and the USA.	Compare the seasons in the calendar and the comparative temperatures.	Understand the different properties between a town and a city and a village. How these have altered over time in terms of population and size. Look at the impact of the "Columbian	To identify key topographical features: mountains, hills, coasts and rivers. Begin to understand how these have changed over time.	What is it like to live in this place? Would I like to live in this place? Why? Why is this place the way it is? How are the people different in these places? How might the people feel like living there?	Begin to record data such as: cars parked on the road. Either through tally charts or pictograms.	Read Global: Find countries on a globe/ atlas using contents or index. Create Be able to add details from a map to a blank country e.g.

		Regions			Exchange" in Explorers topic.				cities, rivers etc. Compass/ Direction Use a four figure compass
1	United Kingdom	North, East, South and West. Map Map key Symbols Rural Urban Temperature Large scale maps Small scale maps City Town Village Continents	Know and locate the seven continents and five oceans of the world. Know and locate the countries and capitals of Britain.	Observe and describe the human and physical geography of Enfield Town and compare to a more rural settlement in the UK.	Understand that Enfield is a town and the properties needed to be a town.	Identify seasonal/ daily weather patterns in the UK. Know features of hot and cold places in the world with regard to the equator and the poles.	What is it like to live in this place? Would I like to live in this place? Why? Why is this place the way it is? Why are there many shops?	Be able to read the temperature and compare it throughout the year. Compare it with other locations in different areas of the world to show contrasts.	Read Local: Simple maps of the local area. Global: Find UK on a globe Create Draw a simple map of the school from a bird's eye view.