

Geography Curriculum

EYFS to Y6



Overarching Principles

Geography

Subject Intent

- ❖ Children to know that geography is a subject – focussing on learning about the world's locations and the reasons they are as they are (including the impact of humans).
- ❖ Understand that 'field work' is at the heart of geography – observing and learning first hand
- ❖ Understand that geography and science are closely linked – with evidence generally leading to facts being established
- ❖ Know their place in the world – where they live and how that fits in to the wider world
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension

- ❖ Locational knowledge
- ❖ Place knowledge
- ❖ Human and physical geography
- ❖ Geographical skills and fieldwork

Disciplinary Dimension

- ❖ The pursuit of understanding our physical world to resolve real-world social, economic and environmental problems

Connecting Themes

- ❖ Progressive fieldwork skills knowledge is applied to all units
- ❖ Sequential presentation of substantive elements

Key Subject Teaching Approaches

- ❖ The teaching of geography should centre around the use of maps and fieldwork, with increasing confidence and skill. Children must always be able to position the places being learned about. This knowledge should be readily applied to other areas of the curriculum, such as RE and History, when places are being discussed. All classrooms will have a map of the world and the UK.
- ❖ Where possible, field work should be incorporated to as many units of geography as possible – to see the human and physical features of the world around them
- ❖ Children are taught about the impact of humans wherever it is able to be linked; so that children are aware of the work or 'real life' geographers and the impact that they are having on improving our world.
- ❖ The school has adopted and enhanced the Rising Stars Geography Curriculum as a basis for curriculum planning and progression – vocabulary and fieldwork expectations have been extended

Early Years Foundations of Learning

Across reception, geographical knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the geographical knowledge aligned to the Early Learning Goal – and beyond.

The geography topics allow children to develop knowledge and skills in order for them to reach the requirements of 'The Natural World' and 'People, Culture and Communities' Early Learning Goals.

ELG: People, Culture and Communities (aspects)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World (aspects)

Children at the expected level of development will:

- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

In addition to the topics listed below, the children will have the opportunity to constantly learn about the world around them. They will explore the local environment in Autumn, Winter, Spring and Summer, noticing similarities and differences, taking photographs and making a big book. They will discuss the weather each day and notice how the weather changes through the seasons. We will also seize the moment for example on a windy day provide wind chimes, windmills, bubbles, kites ... to explore the effects of wind, play outside in the rain and snow and talk about where it comes from. They will be introduced to the idea that some things are manmade and some things are natural through discussions and observations.

Term	Geography Topics
Autumn 1	This is me... Autumn
Autumn 2	Cambrai Constructors
Spring 1	Winter
Spring 2	It's the Year of the ... (Chinese New Year)
Summer 1	Spring (new life)
Summer 2	Pirates (seaside)

EYFS Geography Topics

Topic Title: This is me ...		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (<i>delete as applicable</i>)
<p>To know where we live – Catterick</p> <p>To know that Catterick is a place, a town What can we see in Catterick? To look at and talk about different places in Catterick (school, cinema, supermarket, church, leisure Centre, McDonalds...)</p> <p>To draw simple maps of our journey from home to school</p> <p>To go for a walk around our school and talk about</p>	<p>home</p> <p>school grounds</p> <p>place</p> <p>local area</p> <p>community</p> <p>environment</p> <p>journey</p> <p>season</p> <p>Autumn,</p> <p>weather</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Geographical Skills and Fieldwork • Geographical Enquiry

<p>what we see (classroom, toilets, kitchen, office, library, hall, cupboards...)</p> <p>To carry out a study of our school grounds – checklist (field, hill, trees, bushes, grass, soil, fence, play-ground, muga)</p> <p>To notice the weather each day – talk about it, identify type of weather (sun, cloud, rain ...)</p> <p>To begin to talk about the seasons –to know that it is Autumn</p> <p>To go for an Autumn walk – local area study – make an Autumn interest table, display, big book</p>	<p>soil</p> <p>grass</p> <p>field</p> <p>hill</p> <p>tree</p> <p>bush</p> <p>flowers</p> <p>concrete</p> <p>tarmac</p>	
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Topic Title: Cambrai Constructors		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To name and describe the common features of a house - label</p> <p>To know what type of house we live in – draw a picture</p> <p>Carry out a survey – which is the most popular type of house?</p> <p>To know that there are many different types of buildings/homes – build in construction area</p> <p>Where in Catterick will you find the fire-station, cinema, supermarket ...?</p> <p>To know that humans make buildings in many different ways (occupations) – role play construction site</p> <p>To begin to talk about natural and man-made things (buildings, grass and trees)</p>	<p>roof, chimney, walls, windows, front door, back door, patio doors</p> <p>hall, stairs, kitchen, lounge, bedroom, house, church, school, supermarket, cinema, shop</p> <p>house, school, shop, garage, church, office</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography

Topic Title: Winter – Antarctica		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To notice the weather each day – talk about it, make weather mobile, weather charts</p> <p>To talk about the seasons –to know that it is winter</p> <p>To begin to notice and talk about the changing seasons</p>	<p>weather, rain, wind, fog, sun, snow, cloud, ice</p> <p>warm, cold</p> <p>change</p> <p>similar</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Geographical Enquiry

<p>To go for a Winter walk – local area study – make comparisons to Autumn To understand that we wear clothes to match the season/weather – sort clothes summer/ winter/ hot/ cold day</p> <p>Talk about how Antarctica is similar and different to our country (animal study, weather, clothes) To locate Antarctica on a map of the world – why is it white? What does the white represent? To understand that a map shows land and sea/ocean</p>	<p>different Antarctica map, globe land sea ocean weather</p>	
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Topic Title: It's the year of the ... Chinese New Year		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To explore maps and globes – interest table To know that our school is in Catterick – local area study To know that Catterick is in UK – label on map of UK With support to locate UK on map of world, globe – label on map of world With support to locate China on map of world, globe -label on map of world To experience the Chinese New Year celebrations – how is this similar and different to our New Year</p>	<p>China map, globe land sea ocean</p> <p>similar different</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Geographical Skills and Fieldwork • Geographical Enquiry

Topic Title: Spring – New life		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To notice the weather each day – changeable</p> <p>To talk about the seasons –to know that it is spring To notice and talk about the changing seasons To go for a Spring walk – local area study – notice new life</p> <p>Field trip – visit to farm what will we see? To talk about similarities and differences between a farm and school</p> <p>What animals live on a farm?</p>	<p>weather, rain, wind, fog, sun, cloud, ice warm, cold change similar different</p> <p>new life common animal names and their young duck duckling sheep lamb ...</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography • Geographical Skills and Fieldwork • Geographical Enquiry

Topic Title: Pirates – The Seaside		Half term:
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To compare a seaside location with our town</p> <p>To notice similarities and differences – set up role play beach, read stories, look at pictures, talk about own experience</p> <p>Look at a map of the Uk – talk about the land, sea, coast, find a local seaside e.g. Whitby</p> <p>Talk about manmade and natural things in relation to the seaside</p>	<p>Seaside Beach Coast Land Sea, ocean</p> <p>Similar different</p>	<ul style="list-style-type: none"> • Locational Knowledge • Place Knowledge • Physical geography • Human Geography

Geography Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Geography: Animals and their Habitats Where do our favourite animals live?	Geography: Seasons What are seasons?	Geography: Climate and Weather Why is climate important?	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	Geography: Changes in our Local Environment How is our country changing?	Geography: Global Warming and Climate Change Are we damaging our world?
Spring	Geography: Our Local Area What's it like where we live?	Geography: Journeys – Food Where does our food come from?	Geography: Our World Where on Earth are we? Geography: Coasts Do we like to be beside the seaside?	Geography: The Americas Can you come on a Great American Road Trip? Geography: Rivers and the Water Cycle How does the water go round and round?	Geography: Europe – A Study of the Alpine Region Where should we go on holiday? Geography: Journeys – Clothes Where does all our stuff come from?	Geography: South America – The Amazon What is life like in the Amazon? Geography: Our World in the Future How will our world look in the future?
Summer	Geography: People and their Communities Where in the world do these people live?	Geography: Our Wonderful World What are the seven wonders of our world?				

Geographical Vocabulary Progression

	Taught Unit 1	Taught Unit 2	Taught Unit 3
Year 1	Animals and their Habitats Africa, North America, South America, Oceania, Asia, Antarctica, North Pole, South Pole, Southern Ocean, polar, emperor penguin, China, India, Russia, Arctic, Atlantic, Indian, (South) Pacific and Southern, Australia, savannah, herd,	Our Local Area Restaurant, high street, supermarket, garrison, place of worship, wood, block of flats (medium height and tall), bungalow, semi-detached house, stone cottage, Near, far, Edinburgh, Cardiff, London, Map, plan, above, aerial, bird's-eye view, navigation, grid, symbols, Open space, green space, field, park, forest, woodland, park, golf club, allotments, beach, cliffs, promenade	People and their Communities Country, United Kingdom, England, Wales, Scotland, Northern Ireland, landmark, Africa, mosque, climate, Equator, coast, coastline, water, buoys, windbreaks, lifeboat Rainforest, remote, Continent, country, city, capital, landmark, mountains, harbour
Year 2	Seasons weather symbol, satellite, predict, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans, north, south, east, west, compass, thaw, melt, Climate, region, , Atlantic	Journeys – Food local, locality, fast food, frozen food, fresh food, food story, farm, change (processed), mountainous, stream/river, coastal, wheat, pasture, grassland South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, human, physical	Our Wonderful World mountain, hill, ridge, cliff, highland, moor, mound, Everest, Rivers: Amazon, Nile, Mississippi, Botanical garden, arena, , stadium, Great Wall of China (Human Feature), Ayers Rock/Uluru (Physical Feature) Wonder, world heritage, 5 oceans of the world
Year 3	Climate weather forecast, season, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, polar tundra and alpine tundra, Northern and Southern Hemisphere, permafrost, sub-tropical, Sahara (Arabic for 'The Great Desert'), arid, rain shadow, monsoon, tropical rain forest, rainfall map, deciduous (trees), , longitude, latitude	Our World Globe, longitude, latitude, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, Address, postcode, county, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean	Coasts coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, dune, cliff, location, resort, tourist, tourism, Benidorm, Mediterranean, industry, harbour, physical features, human features including settlement, economic activities, tourism, region, peninsula, reef, coral, Great Barrier Reef, Australia, bleaching, Erosion, deposition, tides, resistance, cruise, Port, dock, shipping, sea fisherman, trawlerman, trawler, , reclaimed land, trade, sea food, rock pool, Climate change, rising sea level, inundation, St Lucia, Seychelles, Maldives, Galapagos
Year 4	Earthquakes and Volcanoes Earthquake, rock strata, Earth, core, mantle, crust, tectonic plate, plate boundary, tectonics, Volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, Java and Sumatra (both Indonesia), Philippines, Mid-Atlantic Ridge, Iceland, Active, dormant, extinct, 'Ring of Fire', Hazard, risk, danger, tsunami, Ecuador, advantages, disadvantages, social, environmental, economic, Richter Scale, magnitude, Japan, Pompeii, Vesuvius, Italy	The Americas City, state, country, continent, North America, South America, northern hemisphere, compass points (8), region, Brazil and other South American countries, southern hemisphere, Types of buildings (e.g. skyscrapers, public buildings, religious buildings), routeways, city networks, road lay-out patterns, surrounding landscape (e.g. mountains, plains), Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes), Itinerary	Rivers and the Water Cycle River Swale (Richmond), Burrel Beck (school beck) stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander, Evaporation, condensation, clouds, transpiration, sun, evaporate, evaporation, water vapour, droplets, (dark), precipitation – rain, snow and hail, hydrological cycle, Source, mouth, estuary, valley, (Thames) basin, urban, rural, gradient, Glacier, scree, Himalayas, Andes, Atlas, Rockies, Pyrenees, Alps, Great Dividing Range, Urals, Appalachians, North West/Scottish Highlands, Snowdonia, Antarctic Mountains, OS (Ordnance Survey) map, grid reference, key, upstream, downstream, erode/erosion, transport/transportation, deposit/deposition, percolate/percolation, infiltrate/infiltration,
Year 5	Changes in our Local Environment Borough, Locational language, compass points, Physical and human features, British Isles, Sustainability, legacy, region, city, regeneration, Development, physical features, human features – roads, houses, canals, cathedral, city, Enquiry	A Study of the Alpine Region region, Settlement, watercourse, Mountain (a landform that rises high above the surrounding terrain in a limited area, made from rocks and earth. A mountain is generally described as being higher and steeper than a hill) Lake (a large area of water surrounded by land, which are usually connected to the sea by river or stream), fold mountains, tectonic plates, natural resources, Industry, agriculture, tourism, Avalanche	Journeys: Clothes import, export, Raw materials, Man-made, native, biome, country of origin, producer, retailer, consumer, trade, sustainability, locally sourced,
Year 6	Global warming and Climate Change habitat destruction, endangered, extinction, conservation, Mineral, renewable, non-renewable,	South America – The Amazon river basin, source, mouth, names of continents and relevant South American countries, Primary and secondary	Our World in the Future topographical features, Industry, employment, primary, secondary, tertiary or quaternary, Amenities, accessible,

Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal), Marine, ocean (and the names of the world's oceans), biodiversity,	source, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic, rainforest, deforestation,	public services, public spaces, Community spirit, Sustainable development, planning application
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Key Geographical Knowledge Progression

	Taught Unit 1	Taught Unit 2	Taught Unit 3
Year 1	Geography: Animals and their Habitats <ul style="list-style-type: none"> - Know the world is divided in to 7 continents - Know that animals are suited to their landscape and climate - Know that North and South America are two separate continents that span the length of the globe - Know that some animals are 'endangered' and what this means - Know what a polar region is and why it is called this 	Geography: Our Local Area <ul style="list-style-type: none"> - Know that they live in (Catterick) - Catterick is a 'Garrison' (the collective term for any body of troops stationed in a particular location) - That a map is a picture of the area from 'birds eye view' - Maps have symbols to make them clear (know the symbols for school, church, castle, telephone) - Know North, South, East, West 	Geography: People and their Communities <ul style="list-style-type: none"> - Know that different places are very different – able to describe the differences between a desert / forest / city - Know that the United Kingdom is divided in to 4 countries – England, Scotland, Wales and Northern Ireland - Know that the world is divided in to 7 continents – and know their names - Know that 'climate' refers to the weather of a place - Know that people move location and can settle in new places. Sometimes as a community or group.
Year 2	Geography: Seasons <ul style="list-style-type: none"> - name and describe changes in the weather using appropriate vocabulary - name the seasons and describe the basic UK seasonal weather patterns - understand the different parts of the UK, and that the weather may vary there - Know that 'climate' refers to the weather of a place over time (the general weather range) - Know that a weather station monitors the weather 	Geography: Journeys – Food <ul style="list-style-type: none"> - Know the difference between fresh and processed foods - Know what cereal crops can become - Know that different foods are grown and reared in different parts of the UK - Know that dairy products are made from milk, which is collected from dairy farms across the country - Know why some foods need to be imported – e.g. out of season growing 	Geography: Our Wonderful World <ul style="list-style-type: none"> - Know the difference between a natural and man-made feature - Know that natural features are called physical features - Know that man-made features are called human features - Know the Great Wall of China (Human Feature), Ayers Rock/Uluru (Physical Feature) - Know the 5 oceans of the world
Year 3	Climate <ul style="list-style-type: none"> - say what a biome is. - indicate the tropical, temperate and polar climate zones on a globe or map - describe the characteristics of these zones - describe and compare some biomes using appropriate vocabulary - explain why there is a relationship between climate and biome using appropriate vocabulary 	Our World <ul style="list-style-type: none"> - explain the relationship between globes and maps - They can talk about time zones - understand the significance of longitude and latitude - locate the Prime/Greenwich Meridian on a globe and world map - describe day and night in relation to the Earth's rotation on its own axis - correctly use most of the key vocabulary. 	Coasts <ul style="list-style-type: none"> - use appropriate geographical vocabulary to describe significant human and physical coastal features - locate and describe several coastal environments in the UK and in other continents - describe and explain how coasts change - describe economic and leisure activities associated with the coast - identify and explain some advantages and disadvantages of living by the coast.
Year 4	Earthquakes and Volcanoes <ul style="list-style-type: none"> - describe the effects of earthquakes and volcanic eruptions - give some reasons why people choose to live in earthquake zones and close to active volcanoes - know where the most active earthquake and volcanic areas are - name examples of volcanic eruptions and major earthquake disasters (link to Pompeii). 	The Americas <ul style="list-style-type: none"> - name some North and South American cities - name some regions in North and South America - follow a route (Route 66) on a map. - use a map to identify states in North America - relate 'continent', 'country', 'state' and 'city' in the context of the Americas 	Rivers and the Water Cycle <ul style="list-style-type: none"> - name and locate the UK's most significant river and mountain environments (see vocab) - describe and name the key landscape features of river and mountain environments (see vocab list) - explain the water cycle in appropriate geographical language - describe (some of) the vocabulary associated with rivers (see vocab list)

	<ul style="list-style-type: none"> - explain how earthquakes occur and volcanoes erupt 		
Year 5	Changes in our Local Environment <ul style="list-style-type: none"> - understand that change is continual - describe what their local area was like in the past - understand that their local area will continue to change - offer opinions on their local area at present and the changes underway - use appropriate geographical vocabulary to describe change. 	A Study of the Alpine Region <ul style="list-style-type: none"> - understand that fold mountains occur when two tectonic plates meet - explain the climate patterns of the Alpine region - explain that there are advantages and disadvantages to tourism in the Alps - explain how avalanches are caused - explain some of the ways avalanches can be prevented. 	Journeys: Clothes <ul style="list-style-type: none"> - explain what 'fair trade' means - explain where in the world several different fruits originate - understand that there are advantages and disadvantages to imported and locally produced products - understand that there are various outcomes for items of clothing that are no longer wanted - explain how cotton clothing is produced
Year 6	Global warming and Climate Change <ul style="list-style-type: none"> - explain ways to improve the health of our planet and wildlife - explain where minerals are found around the world - explain the carbon cycle - describe some threats to our oceans - understand some advantages of marine protected areas (MPAs). 	South America – The Amazon <ul style="list-style-type: none"> - use an atlas, map or globe to locate the Amazon rainforest and Amazon River - identify and name some of the countries in which the Amazon is located - explain the value of the Amazon rainforest and some ways in which it can be protected - describe some similarities and differences between their local area and a region in South America - describe what the climate is like in Amazonas – linked to its positioning on the globe . 	Our World in the Future <ul style="list-style-type: none"> - understand how developments can be sustainable - explain how local industry has changed over time - understand that future needs of the community may affect local industry - choose an appropriate format to present their geographical learning - understand how to take the needs and views of others into account – and how this works for planning the local area.

Fieldwork Progression

	Key Expectations	Unit Delivery	Key Content
Reception			
Year 1	<ul style="list-style-type: none"> Use simple fieldwork and observational skills when studying the geography of their school and its grounds 	Our Local Area	School Grounds and Town <ul style="list-style-type: none"> Investigating and creating simple maps of the area which children are in, e.g. school grounds and town Able to follow a simple map, using symbols and roads / paths
Year 2	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local area 	Seasons Journeys: Food	School Grounds <ul style="list-style-type: none"> Create and monitor own weather station, recording key daily data and presenting Local Town <ul style="list-style-type: none"> Creating a survey of the types of food shops in the local area (detail international food shops to reflect the garrison community). Presenting the data.
Year 3	<ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. 	Climate and Weather Our World Coasts	School Grounds <ul style="list-style-type: none"> Create a tree survey in the school forest – what kinds of trees are there and why? Local Area <ul style="list-style-type: none"> Plan a route using maps for a real purpose – e.g. how do we get to the church? How do we get to the shops? Region – Yorkshire Coast <ul style="list-style-type: none"> Field Trip top Yorkshire cost to observe and record geographical features studied throughout the unit. Children will draw, photograph and present their research using geographical terminology.
Year 4	<ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. 	The Americas Rivers Earthquakes and Volcanoes	Local Area <ul style="list-style-type: none"> Complete a transect of a journey to Richmond – noticing the change in building use. Compare to areas discussed during the unit. School Site – Our Stream <ul style="list-style-type: none"> Investigating the features of a river in our own stream – able to 'get in' and see erosion, river banks, deposition and flow variance according to depth. Use maps to look at this streams relationship with other rivers Local Area – Richmond River <ul style="list-style-type: none"> Compare the features seen in our own stream on a grander scale. Investigate the waterfalls and the varying river bed, in relation to erosion and bedrock Local Area



Year 5

- Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.

Changes in our Local Environment

Europe: The Alpine Region

Journeys: Trade

- A geology walk in which children collect rocks and classify using materials taken with them
- Local Study**
- Investigative question – how is our local area changing? Focus on field sketches and interviews
- Local Area**
- Visit the Tourist Information centre in Richmond – collect evidence to answer the question 'How important is tourism to Richmondshire?' Compare to work regarding the Alpine Region
- Local Town**
- Geographical investigation – which products are made in Catterick to sell elsewhere? What evidence do we have of import? How does this link to work in Y2 about types of food outlets in Catterick? Where do the 'people of Catterick Garrison' come from? Does trade reflect this?

Year 6

- Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.

South America: The Amazon

Protecting the Environment

Our World in the Future

- Contrast – Conservation Areas**
- Field visit to Catterick Village and Scorton – field sketching / photography noting similarities and differences – what makes a 'conservation area'?
- School Grounds**
- Children develop own enquiry and set strategies to answer it by gathering their own evidence. This unit builds on prior research methods work across the geography curriculum. Children present findings and evidence base.
- Local Area**
- Children develop own enquiry and set strategies to answer it by gathering their own evidence. This unit builds on prior research methods work across the geography curriculum. Children present findings and evidence base

