	FS2	1	2	3	4	5
Learning Journey	Where in the world do our families come from?	Where do I live?	What are the parts of our planet?	What makes Totley a great place to call home?	What is the climate of the UK?	What is the clin planet?
End point: what will children know, be able to do and understand by the end of this cycle? Which source will they analyse to apply their learning?	Children will know: They come to school in Totley and travel to school on the roads that connect where they live to school. Examples of geographical features to describe where they live and come to school. That they live now may not be where they were born and may change during their life. Children will understand: That while people may live here now, they may not always have done so and may have moved from a different place within or beyond the UK. Children will be able to: Describe Totley as a geographer (Totley has shops and a park. There is a main road, a library, hills and fields, houses an	Children will know: They live in Totley, a village on the outskirts of Sheffield. Totley has a main road and minor roads, wooded areas and parks. Children will understand: That not all places are the same. That a geographer looks at the human and physical features of a place to describe it. Children will be able to: Describe where they live by referring to examples of human and physical features. They will be able to use drawings, maps and aerial photographs to describe places and relate these visual representations to places they know about in real life.	Children will know: The names of the 7 continents and 5 oceans, and where they are on a world map. That a world map is a 2D representation of the globe. Where the equator and poles are on the world map. Children will understand: That the closer to the poles a place in, the colder it is likely to be, and the closer to the equator a place is, the warmer it is likely to be. That a symbol on a map represents a real feature, and use a key to identify what they are representing. Children will be able to: Associate the 2D map with the 3D globe by plotting a place from one on the other. Use grid references (e.g. 3C, 6F) to plot a location on a map. End Point: Diamond 9 geographical descriptions for different continents. Can children choose the most relevant facts.	 Children will know: What is meant by rural and urban, and give local examples of these, including the human and physical features likely to be found in each. That Totley is in the rural fringe, and what is meant by this term. Children will understand: That people make choices to improve their locality in order to make it a more pleasant place to live and give local examples of these. That people seek different things from the place they live in. Children will be able to: Use 4-figure grid references (e.g. 34,92). Use an OS map to describe an area they have not visited before in order to make accurate predictions about what it would be like by matching pictures to map locations. Make recommendations to people as to where they should live base don given criteria and their understanding of the features of rural and urban areas. 	 Children will know: The types of clouds. The types of precipitation. The types of precipitation. The units of measure of temperature, rainfall, and wind speed and direction. The broad climate zones of the UK with examples from each to explain the differences. Examples of a major city in each of the four climate zones. Children will understand: The difference between weather and climate. Why the UK has four climate zones. Children will be able to: Take accurate recordings of the temperature, wind speed and direction, and rainfall. 	Children will known Where the broad tropical, sub-tro- temperate and p zones are. Children will und The significance Tropics of Cance Capricorn. How the lines of Capricorn relate and the length of the northern and hemisphere. Children will be Use longitude ar plot locations or map. Give climate exa demonstrate the between the clir studied.

limate of our

6



now: ad areas of opical, I polar climate

nderstand:

ce of the cer and

of Cancer and te to season of daylight in and southern

be able to:

and latitude to on the world

xamples to he differences limate zones

How is our planet changing?



Children will know:

The key aspects of physical geography as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of erosion and weathering.

The 3 longest rivers in Europe. All the seas around the UK. The name of three EU capital cities. The two largest seas around Europe. The six countries with the highest population.

Children will understand:

The key coastal features of the UK and how they are formed. How the make-up of the UK has changed over time. That humans have altered the natural climate of our planet.

Children will be able to:

Name and locate counties and cities of the UK, geographical regions and identify their human and physical characteristics (key topographical features including hills mountains, rivers, coasts) and land-use patterns. Predict how physical features might change in the landscape in the future.

	then go home again at the end of the day) and compare and contrast this with a place they learn about through examples and stories. The places learnt about to compare and contrast with Totley depend on the cohort- family links will be capitalised on.						
Vocabulary we teach to make stick:	Map Globe Planet Country Village Town City Environment	Human Physical Feature Symbol Sea Country Island	Continent Ocean Grid reference North pole South pole Equator Africa Asia Oceania Europe North America South America Antarctica	Urban Rural Rural fringe Suburbs Four-figure grid reference	Precipitation Cumulus Cirrus Nimbus Stratus Octograph	Tropic of Cancer Tropic of Capricorn Northern hemisphere Southern hemisphere Tropical Sub-tropical Temperate Polar	Coast Coastal Weathering Erosion Bay Headland Beach Cave Cliff Arch Stack Spit Deposition Border Invasion Empire Union Political Colony Development Regeneration Protection Physical changes Human changes

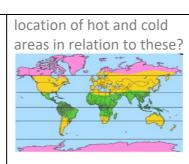
	Draw information	Locational knowledge	Locational knowledge	Locational knowledge:	Locational knowledge:	Locational knowledge:	Locational knowledge:
	from a simple	Name, locate and identify	Name and locate the world's	Locate the world's	Locate the world's countries,	Locate the world's countries,	Locate the world's countries, using
	map.	characteristics of the four countries	seven continents and five	countries, using maps to	using maps to focus on	using maps to focus on	maps to focus on Europe (including the
	Understand that		oceans	focus on Europe (including	Europe (including the	Europe (including the	location of
	some places are	Place knowledge		the location of	location of	location of	Russia) and North and South America,
	special to embers	Understand geographical	Human and physical	Russia) and North and South	Russia) and North and South	Russia) and North and South	concentrating on their environmental
	of their	similarities and differences through	geography	America, concentrating on	America, concentrating on	America, concentrating on	regions,
	community.	studying the human and physical	Identify seasonal and daily	their environmental regions,	their environmental regions,	their environmental regions,	key physical and human characteristics
	Recognise some	geography of a small area of the	weather patterns in the	key physical and human	key physical and human	key physical and human	countries, and major cities
	similarities and	United Kingdom	United Kingdom and the	characteristics, countries,	characteristics, countries,	characteristics, countries,	Name and locate counties and cities of
	differences	C C	location of hot and cold areas	and major cities	and major cities	and major cities	the United Kingdom, geographical
	between life in	Human and physical geography	of the world in relation to the	Name and locate counties	Name and locate counties	Name and locate counties	regions and
	this country and	Identify seasonal and daily weather	Equator and the North and	and cities of the United	and cities of the United	and cities of the United	their identifying human and physical
	life in other	patterns in the United Kingdom.	South Poles	Kingdom, geographical	Kingdom, geographical	Kingdom, geographical	characteristics, key topographical
	countries.	Use basic geographical vocabulary	Use basic geographical	regions and	regions and	regions and	features
	Explore the	to refer to:	vocabulary to refer to:	their identifying human and	their identifying human and	their identifying human and	(including hills, mountains, coasts and
	natural world	Key physical features, including:	Key physical features,	physical characteristics, key	physical characteristics, key	physical characteristics, key	rivers), and land-use patterns; and
	around them.	beach, cliff, coast, forest, hill,	including: beach, cliff, coast,	topographical features	topographical features	topographical features	understand
	Describe what	mountain, sea, ocean, river, soil,	forest, hill, mountain, sea,	(including hills, mountains,	(including hills, mountains,	(including hills, mountains,	how some of these aspects have
	they see, hear	valley, vegetation, season and	ocean, river, soil, valley,	coasts and rivers), and land-	coasts and rivers), and land-	coasts and rivers), and land-	changed over time
	and feel whilst	weather	vegetation, season and	use patterns; and	use patterns; and	use patterns; and understand	Identify the position and significance o
	outside.	Key human features, including: city,	weather	understand	understand	how some of these aspects	latitude, longitude, Equator, Northern
	Recognise some	town, village, factory, farm, house,	Key human features,	how some of these aspects	how some of these aspects	have changed over time	Hemisphere, Southern Hemisphere, th
	environments	office, port, harbour and shop	including: city, town, village,	have changed over time	have changed over time	Identify the position and	Tropics of Cancer and Capricorn, Arctio
	that are different		factory, farm, house, office,	Identify the position and	Identify the position and	significance of latitude,	and
YFS Framework	from the one in		port, harbour and shop	significance of latitude,	significance of latitude,	longitude, Equator, Northern	Antarctic Circle, the Prime/Greenwich
Development	which they live.			longitude, Equator,	longitude, Equator,	Hemisphere, Southern	Meridian and time zones (including da
Matters	Learn new			Northern	Northern	Hemisphere, the Tropics of	and
	vocabulary.			Hemisphere, Southern	Hemisphere, Southern	Cancer and Capricorn, Arctic	night)
National	Use vocabulary			Hemisphere, the Tropics of	Hemisphere, the Tropics of	and	
Curriculum	through the day.			Cancer and Capricorn, Arctic	Cancer and Capricorn, Arctic	Antarctic Circle, the	Place knowledge:
uniculum	Use new			and	and	Prime/Greenwich Meridian	Understand geographical similarities
	vocabulary in			Antarctic Circle, the	Antarctic Circle, the	and time zones (including day	and differences through the study of
	different			Prime/Greenwich Meridian	Prime/Greenwich Meridian	and	human and
	contexts.			and time zones (including	and time zones (including	night)	physical geography of a region of the
	Engage in non-			day and	day and		United Kingdom, a region in a Europea
	fiction books.			night)	night)	Place knowledge:	country,
	Ask questions to					Understand geographical	and a region within North or South
	find out more and			Place knowledge:	Place knowledge:	similarities and differences	America
	to check they			Understand geographical	Understand geographical	through the study of human	
	understand what			similarities and differences	similarities and differences	and	Human and physical geography:
	has been said to			through the study of human	through the study of human	physical geography of a	Describe and understand key aspects
	them.			and	and	region of the United	of:
	Articulate their			physical geography of a	physical geography of a	Kingdom, a region in a	Physical geography, including: climate
	ideas and			region of the United	region of the United	European country,	zones, biomes and vegetation belts,
	thoughts in well-			Kingdom, a region in a	Kingdom, a region in a	and a region within North or	rivers,
	formed			European country,	European country,	South America	mountains, volcanoes and earthquake
	sentences.			and a region within North or	and a region within North or		and the water cycle
	Listen to and talk			South America	South America	Human and physical	Human geography, including: types of
	about selected					geography:	settlement and land use, economic
	non-fiction to			Human and physical	Human and physical	Describe and understand key	activity
	develop			geography:	geography:	aspects of:	including trade links, and the
	familiarity with			Describe and understand	Describe and understand	Physical geography,	distribution of natural resources
	new knowledge			key aspects of:	key aspects of:	including: climate zones,	including energy,
	and vocabulary.			Physical geography,	Physical geography,	biomes and vegetation belts,	food, minerals and water
	1			including: climate zones,	including: climate zones,	rivers,	

			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	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	mountains, volca earthquakes, an cycle Human geograp types of settlem use, economic a including trade I distribution of n resources includ food, minerals a
Can I go on a geography hunt? School – Scale Can you retrieve information from a map of school? Can you match features in the real world from maps and aerial photographs of the school?Can I draw a map of our classroom? Scale Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?Core questionsCan I describe what's on my map? Place Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?Can I describe what's on my map? Place Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?Can I plot places on the world map? There are different countries in the world and talk	Can you tell me where you live and what it is like through pictures you have drawn? Place Can you research a place using a range of different sources? (Maps, pictures, investigation walk.) Can you use symbols on a map? Can you draw a map of where you live? Can you find out about Totley by using a range of different sources (maps, pictures, investigation walk)? Place Scale Can you research a place using a range of different sources? (Maps, pictures, investigation walk.) Can you use symbols on a map? Place Scale Can you retrieve information from a map of school? Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?	What are the continents of our world? Scale Can you use a map or plan to help describe a continent? Do you knowThe names of the continents? Where the continents are on a map? Can you explain some of the human/physical features of a different place? Where are the continents of our world? Scale Can you use grid references (e.g. A1 and D7)? Where is the equator and the poles of our world? Scale Do you know The location and significance of the equator, the North and South Poles and the	How do you use a four- figure grid reference? Scale How do you use a four- figure grid reference? What's life like in a rural area? Physical and human processes Can you identify key features of a place using a map? Can you use some OS map symbols? Can you explain how a group of people have tried to improve a locality? What's life like in an urban area? Physical and human processes Can you compare and contrast two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to explain why people choose to settle in a place?	How do you measure the weather? Environmental interaction and sustainable development Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)? What is the water cycle? Physical and human processes Can you explain how the water cycle works? Mow does the weather differ around the UK? Environmental interaction and sustainable development Can you use 4 figure grid references? Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)?	What are the li latitude and low Scale Identify the posignificance of longitude. What is the clirible between and a tropics? Environinteraction and sustainable de Identify the posignificance of Northern Hemisphere, Schemisphere, and Tropics of Cano Capricorn How does the cast affect life? Environinteraction and sustainable de Can you explai human and phy features of a pl and pull people and migrate?

canoes and nd the water ohy, including: nent and land activity links, and the natural ding energy, and water	
ines of	Where is our island? Scale
ngitude?	Can you use maps, globes and
	digital mapping to locate the
osition and	countries of Europe?
latitude and	Can you use 6 figure grid references,
]	8-point compass directions, contour
And a later in the second seco	lines, symbols and keys (OS maps)
ASIA PACIFIC OCEAN	to navigate and describe a route? Can you confidently explain scale
INDIAN BELANIA	and use maps of a range of scales?
9 2300 Miles 9 200	Do you know
APC (1)CA / 60'	 The 3 longest rivers in
	Europe?
mate like	All the seas around the UK?
around the	The name of three EU capital
onmental	cities?
d evelopment	The two largest seas around
sition and	Europe?
the Equator,	The six countries with the
	highest population.
outhern	ATTENDED AND AND AND AND AND AND AND AND AND AN
ind the	And a second sec
cer and	
TRE	
	And a second sec
climate	What is weathering and erosion?
vironmental	Physical and human processes
d	Can you analyse the physical and
evelopment	human features and processes of different places around the world?
in how the	amerent places around the world!
lysical	
lace push e to move	

about the differences they have experienced or learn about? Can you **describe** contrasting places (including the people who live there) you learn about?





Which continent do we live in? **Place**

Can you use symbols on a map? Do you know... where the British Isles are on a map? Can you **explain** some of the human/physical features of a different



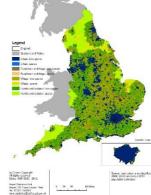


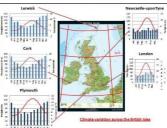
What are the oceans of our world? Scale Do you know... The names of the oceans? Can you use grid references (e.g. A1 and D7)?



Can you explain how a group of people have tried to improve a locality?

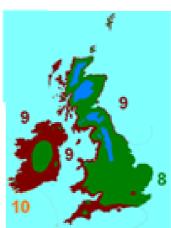




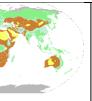




What is the climate of the UK? Environmental interaction and sustainable development Can you explain how people's lives vary due to weather and climate? Can you use what you know about temperatures and weather to explain climate change?









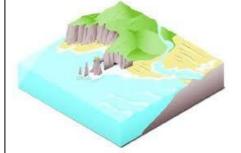
What are the features of our coastline? Physical and human processes

Can you **analyse** the physical and human features and processes of different places around the world?



How are our coastlines changing? Physical and human processes Can you analyse the physical and

human features and processes of different places around the world?



How are boundaries changing? Physical and human processes

Can you use maps, globes and digital mapping to locate the countries of Europe? Can you **explain** how people are trying to manage their environment?

							Image: the second se
Source Analysis questions	What is the source? What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	What is the source? What is in the source that you know a physical features can you see? Why might the source be useful? How does the source add to our unde information have you learnt from the proven to you? What other questions could we ask?	erstanding? What extra	What is the source? What do you know about the Why might the source be used What doesn't the source show How does the source add to d What other questions might w	v us? our understanding?		e source? What doesn't it show us? What now about the context of the source? ur understanding?
Compare and contrast with	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked about.	Which would be most useful to find out about a place, a drawing or a map?	So, where in the world is Totley?	How do maps of rural and urban areas compare and contrast?	Does the weather affect rural and urban areas differently?	What would you predict a climate graph for each climate zone to be like? Why?	How do you predict the climate emergency will alter the climate zones and vegetation belts of our planet?
Fieldwork techniques	'Geography hunt' Annotated sketches Sketch maps Photographs	Annotated sketches and photographs.	Secondary sources- textbooks, journals and articles.	Environment survey	Weather measurements (precipitation, cloud cover, cloud type, wind direction, wind speed and temperature).	What is a river like? River study of the River Burbage- river profile, river depth, channel width and flow velocity.	Air-borne particle analysis.



Aerial photographs			

	FS2	1	2	3	4	5
Learning Journey	Where is China?	What is it like in Totley?	How does Sheffield compare and contrast with Cape Town?	Is a volcano a good place to call home?	Does the UK trade fairly with Brazil?	Which physic geogra
End point: what will children know, be able to do and understand by the end of this cycle? Which source will they analyse to apply their learning?	Children will know: That our planet is a sphere and a map is a 2D representation of that. That China is a lot bigger than the UK. That China is not an island but the UK is made up of lots of different islands. That China has mountains and are a lot bigger than those of the UK. Beijing is the capital city of China and London is the capital city of the UK. Children will understand: Differences in similarities between Totley and examples of houses in China. Children will be able to: Find China on a map. Talk about the scale of the journey to China and the relative size to the UK.	Can you research a place using a range of different sources? (Maps, pictures, investigation walk.) Children will know: They live on an island. London, Cardiff, Belfast and Edinburgh are the capital cities of England, Wales, Northern Ireland and Scotland respectively, and these are the four nations of the UK of GB and NI. The name and location of the Irish Sea, English Channel and North Sea. That Totley is a village and suburb of Sheffield, a city in the north of England. Children will understand: That a map uses symbols to represent permanent features of a place. The difference between the human and physical features they can see in the local area. Children will be able to: Draw an accurate sketch map to illustrate a walking route in the local area, using an appropriate imagined scale and symbols to represent the features they can see. Use N, S, E and W to describe direction.	Can you compare and contrast where you live to a place in Africa? Children will know: The names and locations of the 7 continents and 5 oceans. The climate zones of Africa. Some of the countries of Africa and accurate assumptions about their physical features. The human and physical features of Sheffield and Cape Town. That Sheffield has a diverse landscape and topography. Children will understand: The impact that proximity to the equator and poles is likely to have on the broad patterns in climate. Children will be able to: Research a new place to find out geographically sound knowledge to describe it. Use an atlas to locate places and information about them. Describe Cape Town and Sheffield using accurate geographical vocabulary and say what is the same and what is different about Sheffield. Imagen with accuracy and logic what a place they have never visited is probably like.	Can you explain how a group of people have tried to improve a locality? Children will know: That two tectonic plates collided and why. The three highest mountains in the world and their location. That Mont Blanc is the highest mountain in Western Europe and the Alps, and Mount Elbrus is the highest mountain in Europe. Where in Europe Italy is, its neighbouring countries and that it has a very long coastline with the Mediterranean Sea. The major cities of Italy. Where most people live in Italy. That Italy is broadly mountainous in the north and flatter in the south. Children will understand: The relationship between earthquakes, volcanic and the broad tectonic make up of our planet. The positive reasons that people may choose to settle in volcanic areas for the economic benefits of agriculture and tourism. Why examples of sedimentary rock can be found high in the Alps. Children will be able to: Carry out a clone town versus home town survey.	Children will know: The 6 broad climate zones of our planet and their relative position in relation to the equator and Tropics. The broad climate zones of the UK and Brazil. Examples of trade between the UK and Brazil. What is meant by Fairtrade and examples. Examples of OS map symbols. Children will understand: Why Fairtrade is important and its economic and social impact. The difference between weather and climate. How the climate and relief of the land affects how it is used by people. Children will be able to: Describe the similarities and differences between the landuse and climate of Brazil and the UK. Describe the urban divide in cities of Brazil and the UK and suggest reasons for these. Collect relevant weather data. Draw conclusions from observations of weather over time. Imagine what a place is probably like by studying an OS map.	Childree What is GB and whis phys Examp the phy British That the countie close to and De Where UK and Examp of Shef 1901 a What is society Childree People places motive Why the differe in the U farmin The im settlen That the river ch and giv Childree Survey land is Society

h came first, the cal or the human raphy of the UK?



en will know:

is meant by the UK of d NI and the British Isles, which is human and which sical geography.

oles of the diversity of hysical landscape the h Isles.

he UK is divided into ies and that Totley is to the South Yorkshire erbyshire border.

e most people live in the d reasons for this. ples of how the land use effield has changed since and reasons for this. is meant by 'agriculture' s importance in UK by and the economy.

en will understand:

e move to different s for social and economic es.

he land is used

ently across Europe and UK for different types of ng.

nportance of a river for ment.

he characteristics of a hanges along its course ve examples.

en will be able to:

out a land use transept y to conclude how the s used in an urban area. are the changing land f Sheffield to that of Somerset.

What impact are humans having on our planet?

6



Children will know:

What is meant by sustainable development (economic, social and environmental) and globalisation. What site factors are and examples of them.

Children will understand:

That the goods and service we use are traded internationally and it is rare for a country to exist in isolation.

What early settlers needed and considered. Why the Ancient Egyptians and Shang settled permanently, base don geographical reasoning). The importance of rivers for trade.

Children will be able to:

Give examples of the impact humans have had on the planet and strategies that are being used to limit this impact.

Analyse population data for two people and suggest reasons for the changes and patterns identified. Use maps of different scales.

Vocabulary we teach	Road	Continent	North	Cape Town	Volcano	Brazil	Land use
to stick:	Shop	Ocean	East	South Africa	Tectonic plate	Amazon	Topography
	Café	Larger	South	Equator	Mantle	Fairtrade	Residential
	Library	Smaller	West	Weather	Magma	Trade	Leisure
	Park	Travel	Compass	Climate	Lava	Social	Commercial
	Pub	Journey	England		Ash / ash cloud	Land use	
			Wales		Mountain	Social divide	
			Scotland		Hill		
			Northern Ireland		Mountainous		
			Cardiff		Mediterranean		
			Belfast		Economic		
			London		Tourism		
			Edinburgh		Industry		
			North Sea		Agriculture		
			Irish Sea		Fertile		
	-		English Channel				
	Draw information	Locational Knowledge:	Place knowledge: Understand	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
	from a simple map.	Name, locate and identify	geographical similarities and	Locate the world's	Locate the world's countries,	Name and locate counties and	Locate the world's countrie
	Understand that some	characteristics of the four	differences through studying the	countries, using maps to	using maps to focus on South	cities of the United Kingdom,	using maps to focus on No
	places are special to	countries and capital cities	human and physical geography of	focus on Europe (including	America, concentrating on	geographical regions and their	and South America,
	embers of their	of the UK and surrounding	a small area of the United	the location of Russia)	their environmental regions,	identifying human and	concentrating on their
	community.	seas.	Kingdom	concentrating on their	key physical and human	physical characteristics, key	environmental regions, key
	Recognise some	Physical and Human	Human and Physical Geography:	environmental regions, key	characteristics, countries, and	topographical features	physical and human
	similarities and	Geography: use basic	use basic geographical vocabulary	physical and human	major cities.	(including hills, mountains,	characteristics, countries,
	differences between	geographical vocabulary to	to refer to:	characteristics, countries,		coasts and rivers), and land-	and major cities.
	life in this country and	refer to:	Key physical features, including:	and major cities.	Place knowledge:	use patterns; and understand	
	life in other countries.	Key physical features,	beach, cliff, coast, forest, hill,		understand geographical	how some of these aspects	Place knowledge:
	Explore the natural	including: beach, cliff, coast,	mountain, sea, ocean, river, soil,	Place knowledge:	similarities and differences	have changed over time.	Understand geographical
	world around them.	forest, hill, mountain, sea,	valley, vegetation, season and	understand geographical	through the study of human		similarities and differences
	Describe what they	ocean, river, soil, valley,	weather	similarities and differences	and physical geography of a	Identify the position and	through the study of huma
	see, hear and feel	vegetation, season and	Key human features, including:	through the study of human	region of the United Kingdom	significance of latitude,	and physical geography.
	whilst outside.	weather	city, town, village, factory, farm,	and physical geography of a	and a region in South America.	longitude, Equator, Northern	
	Recognise some	Key human features,	house, office, port, harbour and	region of the United		Hemisphere, Southern	Human and physical
	environments that are	including: city, town, village,	shop	Kingdom and a region in a	Human and physical	Hemisphere, the Tropics of	geography:
EYFS Framework /	different from the one	factory, farm, house, office,	Sliph	European country.	geography:	Cancer and Capricorn, Arctic	Climate zones, biomes and
Development	in which they live.	port, harbour and shop	Identify seasonal and daily	European country.	The water cycle, biomes and	and Antarctic Circle, the	vegetation belts, rivers,
Matters	Learn new vocabulary.	Geographical skills and	weather patterns in the United	Human and physical	vegetation belts, and climate	Prime/Greenwich Meridian	mountains, and the water
iviallers	Use vocabulary	fieldwork	Kingdom and the location of hot		-		
			0	geography:	zones.	and time zones (including day	cycle.
National Curriculum	through the day.	Use simple compass	and cold areas of the world in	Volcanoes and earthquakes.	Types of settlement and land	and night).	Types of settlement and la
	Use new vocabulary in	directions (North, South,	relation to the Equator and the	Types of settlement and	use, economic activity		use, economic activity
	different contexts.	East and West) and	North and South Poles	land use, economic activity	including trade links, and the	Place knowledge:	including trade links, and the
	Engage in non-fiction	locational and directional	Geographical skills and fieldwork	including the distribution of	distribution of natural	Understand geographical	distribution of natural
	books.	language [for example, near	Use world maps, atlases and	natural resources including	resources including energy,	similarities and differences	resources including energy
	Ask questions to find	and far; left and right], to	globes to identify the United	energy, food, minerals and	food, minerals and water.	through the study of human	food, minerals and water.
	out more and to check	describe the location of	Kingdom and its countries, as well	water.		and physical geography.	
	they understand what	features and routes on a	as the countries, continents and				Geographical skills and
	has been said to	map.	oceans studied at this key stage.		Geographical skills and	Human and physical	fieldwork:
	them.	Use aerial photographs and	Use aerial photographs and plan	Geographical skills and	fieldwork:	geography:	Use the eight points of a
	Articulate their ideas	plan perspectives to	perspectives to recognise	fieldwork:	Use four-figure grid references,	Rivers	compass, four and six-figu
	and thoughts in well-	recognise landmarks and	landmarks and basic human and	Use four-figure grid	symbols and key (including the	Types of settlement and land	grid references, symbols a
	formed sentences.	basic human and physical	physical features; devise a simple	references, symbols and key	use of Ordnance Survey maps)	use, economic activity	key (including the use of
	Listen to and talk	features; devise a simple	map; and use and construct basic	(including the use of	to build their knowledge of the	including trade links, and the	Ordnance Survey maps) to
	about selected non-	map; and use and construct	symbols in a key.	Ordnance Survey maps) to	United Kingdom and the wider	distribution of natural	build their knowledge of the
	fiction to develop	basic symbols in a key.		build their knowledge of the	world.	resources including energy,	United Kingdom and the
	familiarity with new	Use simple fieldwork and		United Kingdom and the		food, minerals and water.	wider world.
	knowledge and	observational skills to study		wider world.			
	vocabulary.	the geography of their		1	1		

		school and its grounds and the key human and physical features of its surrounding environment.				Geographical skills and fieldwork: 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.	
Core questions	Can I go on a geography hunt? Totley - Place Can you retrieve information from a map of school? Can you match features in the real world from maps and aerial photographs of the school? Can I draw a map of where I live? Scale Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read? Can I find the UK on a world map? Scale Can you retrieve information from a map? Do you know ▷ The names of the roads around school and the road you live on? ▷ The name of the village	Where is Totley? Place Do you know that: You live in the United kingdom You live in England The UK is made of 4 countries, their names and capital cities You live on an island What are the human features of Totley? Physical and human processes Can you describe the physical and human features of where you live using words and pictures? Can you explain how two places are different? What are the physical features of Totley? Physical and human processes Can you explain how two places are different? What are the physical features of Totley? Physical and human processes Can you describe the physical and human features of where you live using words and pictures? Can you describe the physical and human features of where you live using words and pictures? Can you describe the physical and human features of where you live using words and pictures? Can you explain how two places are different?	How do you get from Sheffield to Cape Town? Scale Do you know The names of the continents? ¬ Where the continents are on a map? The location and significance of the equator, the North and South Poles and the location of hot and cold areas in relation to these? The names of the oceans? Where places you have talked about are on a map? The names of some capital cities? Where the British Isles are on a map? Can you use grid references (e.g. A1 and D7)? Can you use a map or plan to help describe a continent? What is the climate of Africa like? Physical and human processes Can you explain how the weather affects what happens to people and places? Can you compare and contrast two weather systems using a weather chart? Do you know The location and significance of the equator, the North and South Poles and the location of hot and cold areas in relation to these? Can you use a map or plan to help describe a continent?	What are the countries and climates of Europe? Place Scale Can you use 4 figure grid references? Where is Italy? Scale Can you use 4 figure grid references? What is Italy like? Scale Place Can you use 4 figure grid references? Can you use 4 figure grid references? Can you use 4 figure grid references? Can you use some OS map symbols?	What are the climate zones around the world? Place Scale Can you explain how people's lives vary due to weather and climate? How do you present climate data? Physical and human processes Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)? Can you describe the weather in different parts of the world? Can you use what you know about temperatures and weather to explain climate change? How is the land used in South America? Physical and human processes Can you identify key features of a place using a map? Can you use some OS map symbols?	What's the difference between a country, city, the UK of GB and NI, and the British Isles? Place Scale Do you know The difference between a country, GB and the UK? What are the physical features of our nations? Physical and human processes Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? What are the human features of our nations? Physical and human processes Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? What are the human features of our nations? Physical and human processes Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like?	Where did the Ancient Shang and Ancient Egyptians settle? Why? Place Cultural understanding and diversity Can you use maps, globes and digital mapping to locate the countries? Can you use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate and describe a route? Do you know The 3 longest rivers in Europe? All the seas around the UK? The name of three EU capital cities? The two largest seas in Europe? The six countries with the highest population. Which was a better place to live? Physical and human processes Can you confidently explain scale and use maps of a range of scales? Can you analyse the physical and human features and processes of different places around the world?

and city you live in?

> The name of the country you live in and its capital city?

Can I make a model of China? Place There are different

countries in the world and talk about the differences they have experienced or learn about?

Can you **describe** contrasting places (including the people who live there) you learn about?

How many UKs can vou fit into China? Scale

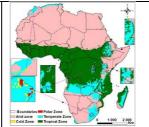
Can you name the places where the events you learn about take place and describe their similarities and differences?



How do you navigate with a map? Scale

Can you draw a map of where you live? Can you use symbols on a map? Can you use a map to plan a





What is it like in Sheffield? Place

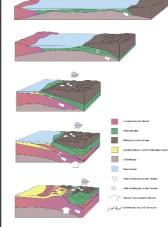
Can you answer questions about contrasting places using online research and an atlas? Can you explain some of the human/physical features of a different place?



What is it like in Cape Town? Place Can you answer questions about contrasting places using online research and an atlas? Can you explain some of the human/physical features of a different place?



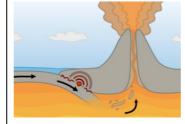
Can you identify some mountainous areas, including the three largest, and explain what caused them?



How are volcanoes formed? Physical and human processes

Can you explain the structure of the Earth and how this links to tectonic activity?

Can you explain what causes volcanoes?



Is a volcano a good place to call home? Interdependence

Can you compare and contrast two different locations and use evidence to explain which would be the most suitable place to settle?

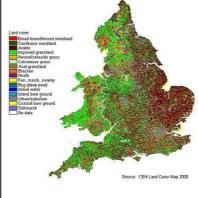
Can you use evidence to explain why people choose to settle in a place?



How is the land used in the UK? Physical and human processes

Can you use some OS map symbols?

Can you identify key features of a place using a map?



How does land use compare and contrast in the UK and Brazil? Cultural understanding and diversity

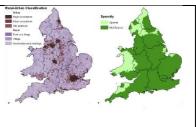
Can you compare and contrast the UK and a region of Brazil?



What is life like in urban and rural Brazil and the UK? Interdependence

Can you use push and pull factors to explain what makes people leave/move to different places?





and sustainable development Physical and human processes Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? Can you plan a route using the 8 compass points? Can you explain why populations have changed over time? Can you explain how the human and physical features of a place push and pull

How has the land use of Sheffield changed since 1901? **Environmental interaction**

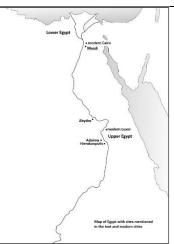
people to move and migrate?



How does the land use of Sheffield differ to the land use of Bath, Somerset? **Environmental interaction** and sustainable development Physical and human processes

Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? Can you compare and contrast the human and physical features of Sheffield and a contrasting place, using evidence gathered through





What is globalisation? Interdependence

Can you analyse population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?



How has globalisation changed since 1901? Interdependence

Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment?



How does globalisation affect trade? Interdependence

Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment?



What does globalisation have to do with fashion? **Environmental interaction**

					What is Fairtrade and why is it inportant? Environmental interaction and sustainable development. Can I identify trade links around the world and discuss and debate Fairtrade? Can I evaluate solutions and promote ethically fair trade?	Why are cities located near rivers? Physical and human processes Can you explain why some cities around the world are located near rivers? Can you explain ways humans have damaged and improved the environment?	and sustainable development Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment?
Compare and contrast with	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked	EYFS: knowledge of local area and features. Route to school on sketch map.	Compare Totley to Sheffield City Centre- human and physical features to compare and contrast.	Climate zones of Europe and climate zones of Africa (Y2).	Y3 tectonics and climate zones of Europe.	Hypothesis: The land use of Sheffield, even though it has changed, still fits the broad patterns of land use across the UK. Based on what you know, how true do you consider this statement to be?	Hypothesis: The origins of globalisation start with the age of Empire. Based on what you know, how true do you consider this statement to be?
Source Analysis questions	about. What is the source? What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	What is in the source that you know about? What human and physical features can you see?W W W Why might the source be useful?W W W How does the source add to our understanding? What extraW H W		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?		What is the source and what do you now about its context? What are the limitations of the source? What doesn't it show us? What else would someone need to know about the context of the source? How does the source add to our understanding? What other questions might we have?	
<u>Fieldwork</u> <u>techniques</u>	Sketch mapping	Pedestrian count Traffic survey Sketch mapping Shop type distribution Tally	Google Earth/Digimaps Aerial photographs	Clone town versus home town survey to compare to city in Italy.	Precipitation, cloud cover, cloud type, air pressure, wind speed, wind direction, temperature. Aerial photographs.	Land Use transect of Sheffield City Centre. Building height survey of Sheffield City Centre. Geological maps. River Study of Burbage Brook: wetted perimeter, river depth, river velocity, pH levels.	Primary Data collection- origins of clothing in the Totley community. Focus group survey.

	FS2	1	2	3	4	5
Learning Journey	What else is out there in the world?	Where on our island is Totley?	How would a geographer describe Totley?	What happens when the earth shakes?	What is it like in North America?	Why Condo
End point: what will children know, be able to do and understand by the end of this cycle? Which source will they analyse to apply their learning?	 Children will know: That our planet is a very diverse place and different places have different features that makes them unique. That the continents are divided into countries. That Continents are usually surrounded by oceans. Children will understand: A sense of scale by comparing the relative size of the UK and Totley to the places they learn about. Children will be able to: Describe the most likely mode of transport to reach the places they learn about as a way to explore scale. Talk about which continent they live on and make comparisons to a continent they live on and make comparisons to a continent they low of climate). The continent children learn about will be determined by children's interests and current affairs to give context to learning. 	Children will know: They live on an island. London, Cardiff, Belfast and Edinburgh are the capital cities of England, Wales, Northern Ireland and Scotland respectively, and these are the four nations of the UK of GB and NI. The name and location of the Irish Sea, English Channel and North Sea. The relative distance of London as our capital city from Sheffield as a long journey that you wouldn't walk, compared to the journey to Sheffield city centre. Children will understand: That a map uses symbols to represent permanent features of a place. The difference between the human and physical features they can see in the local area. Children will be able to: Draw an accurate sketch map of the British Isles, demarcating the approximate borders of Wales, England, Scotland and Northern Ireland and plot their capital cities.	Children will know: The human and physical features of Totley. Children will understand: That the geographical character of places is different because of the human and physical features there. Children will be able to: Describe a route using the cardinal points of a compass. Use the OS map symbols for a major and minor road, railway, footpath, woodland, river, and agricultural land to help describe a place and navigate a route. Carry out a traffic survey to help describe a place.	 Children will know: That earthquakes are caused when tectonic plates slip and jolt past each other, which itself is caused by the flow of molten rock beneath the crust. That earthquakes happen on fault lines. That the Pacific Ring of Fire refers to the pattern of volcanoes and earthquakes around the pacific plate boundary. The primary and secondary effects of an earthquakes as the loss of life, buildings collapsing, fire, if the epicentre is at sea, tsunami, landslides, people move away from the area permanently, job creation because of the need to rebuild. Children will understand: How the adaptations made to buildings in areas on fault lines help them to stay stable during and after an earthquake. Children will be able to: Describe the pattern of plate boundaries with the likely location of earthquakes. Compare the impact the 2016 Amatrice earthquake with the 1989 San Francisco earthquake. 	 Children will know: That North America has a mountain range running on a north-south transect to the west of the continent. That the USA, Canada and Greenland are the countries of North America. There most people live in the continent of North America. The climate zones of North America. How the UK and California's climate and population compare and contrast. Children will understand: The relationship between population distribution and the location of the major cities of North America. Children will be able to: Interpret climate data for two places to draw conclusions. Analyse a choropleth map of population density to draw conclusions. Use evidence to compare and contrast the UK and California's climate and population. 	Childr That ti west ti from i Glouce estuar Examp that a Londo That L visited tourist Childr The gl Londo attract Eleme that a (e.g. H Childr Use ar and U plan re points directi Londo differe

do tourists flock to lon?



dren will know:

the River Thames flows to east through London n its source in acestershire to the ary in the North Sea. nples of human features attract tourists to

don.

London is the most ed European city by ists.

dren will understand:

global significance of don as a tourist action.

nents of British culture are represented in the nan features of London Houses of Parliament).

dren will be able to:

an OS map, Google map Underground Map to routes between given its, using 8 compass ctions to describe the ction of travel. cribe the attractions of don that appeal to erent groups.

People and population

6



Children will know: Where most people in the world live and the broad patterns of population density.

What the terms aging population, birth rate and death rate mean.

Children will understand:

Some reasons that people migrate and relocate. The effects of an aging population and growing population.

The strategies being used to mitigate the negative effects of a growing and aging population.

Children will be able to:

Undertake geographical surveys to assess the sustainability of our school.

		Use N, S, E and W to					
		describe direction.					
	Draw information from	Collect, analyse and	Collect, analyse and communicate	Locational knowledge:	Locational knowledge:	Locational knowledge:	Locational knowledge:
	a simple map.	communicate with a range	with a range of data gathered	Locate the world's countries,	Locate the world's	Locate the world's countries,	Locate the world's countries
	Understand that some	of data gathered through	through experiences of fieldwork	using maps to focus on	countries, using maps to	using maps to focus on	using maps to focus on
	places are special to	experiences of fieldwork	that deepen their understanding of	Europe (including the	focus on	Europe (including the	Europe (including the
	members of their	that deepen their	geographical processes	location of	North America,	location of	location of
	community.	understanding of	Locational knowledge:	Russia) and North and South	concentrating on their	Russia) concentrating on	Russia) and North and Sout
	Recognise some	geographical processes	name, locate and identify	America, concentrating on	environmental regions,	their	America, concentrating on
	similarities and	Locational knowledge:	characteristics [of the location in	key physical and human	key physical and human	key human characteristics,	their key human
	differences between life	name, locate and identify	which they live]	characteristics, countries,	characteristics, countries,	countries, and major cities	, characteristics, countries,
	in this country and life	characteristics [of the		and major cities	and major cities	Name and locate counties	and major cities
	in other countries.	location in which they live]	Place knowledge:	Place knowledge:	Place knowledge:	and cities of the United	Place knowledge:
	Explore the natural		Understand geographical	Understand geographical	Understand geographical	Kingdom, geographical	Understand geographical
	world around them.	Place knowledge:	similarities and differences through	similarities and differences	similarities and differences	regions and	similarities and differences
	Describe what they see,	Understand geographical	studying the human and physical	through the study of human	through the study of human	their identifying human and	through the study of huma
	hear and feel whilst	similarities and differences	geography of a small area of the	and	and	physical characteristics, key	geography
	outside.	through studying the human	United Kingdom	physical geography of a	physical geography of a	topographical features	Human and physical
	Recognise some	and physical geography of a		region in a European	region of the United	(including hills, mountains,	geography:
	environments that are	small area of the United	Human and physical geography:	country,	Kingdom	coasts and rivers), and land-	Describe and understand k
	different from the one	Kingdom	Use basic geographical vocabulary	and a region within North	and a region within North	use patterns; and	aspects of:
	in which they live.	Kinguoni	to refer to:	America	America	understand	Physical geography,
	Learn new vocabulary.	Human and physical				how some of these aspects	
		Human and physical	key physical features, including:	Human and physical	Human and physical		including: climate zones,
	Use vocabulary through	geography:	beach, cliff, coast, forest, hill,	geography:	geography:	have changed over time	biomes and vegetation be
	the day.	Use basic geographical	mountain, sea, ocean, river, soil,	Describe and understand key	Describe and understand	Identify the position and	Human geography, includi
VEC Framouvork /	Use new vocabulary in	vocabulary to refer to:	valley, vegetation, season and	aspects of:	key aspects of:	significance of latitude,	types of settlement and la
YFS Framework /	different contexts.	key physical features,	weather	Physical geography,	Physical geography,	longitude, Equator, Northern	use, economic activity
Development Matters	Engage in non-fiction	including: beach, cliff, coast,	key human features, including:	including:	including: climate zones,	Hemisphere, Southern	including trade links, and t
	books.	forest, hill, mountain, sea,	city, town, village, factory, farm,	earthquakes	biomes and vegetation	Hemisphere, the Tropics of	distribution of natural
National Curriculum	Ask questions to find	ocean, river, soil, valley,	house, office, port, harbour and	Human geography,	belts, rivers and	Cancer and Capricorn, Arctic	resources including energy
	out more and to check	vegetation, season and	shop	including: types of	mountains	and	food, minerals and water
	they understand what	weather		settlement and land use,	Human geography,	Antarctic Circle, the	
	has been said to them.	key human features,		economic activity	including: types of	Prime/Greenwich Meridian	
	Articulate their ideas	including: city, town, village,		including trade links, and the	settlement and land use,	and time zones (including	
	and thoughts in well-	factory, farm, house, office,		distribution of natural	economic activity	day and	
	formed sentences.	port, harbour and shop		resources including energy,	including trade links, and	night)	
	Listen to and talk about			food, minerals and water	the distribution of natural	Place knowledge:	
	selected non-fiction to				resources including energy,	Understand geographical	
	develop familiarity with				food, minerals and water	similarities and differences	
	new knowledge and					through the study of human	
	vocabulary.					and	
						physical geography of a	
						region of the United	
						Kingdom	
						Human and physical	
						geography:	
						Describe and understand key	
						aspects of:	
						Human geography,	
						including: types of	
						settlement and land use,	
						economic activity	
						including trade links	
		•					

Vocabulary we teach to stick:	Compare Climate- hot, cold, wet, dry, snowy Landscape- hilly, mountainous, flat, Forest / rainforest Desert	Distance Route Symbols Capital city Compare Contrast Similarity Difference	Pedestrian Vehicle Tally Data Contrast	Earthquake Ring of fire Primary Secondary Tsunami Adaptation Plate boundary Landslide	Population distribution Choropleth map California Topography	Honeyp Tourist Global Navigat
Core questions	Can I make a collage of the world map? Scale and Place Can you plot places of importance on the maps you use? Can I find out about the continents? Place Can you describe contrasting places (including the people who live there) you learn about? Can I label a map and use a key? Scale Can you plot places of importance on the maps you use? Can I compare Totley with? Place Can you name the places where the events you learn about take place and describe their similarities and differences?	Is it true that we live on an island? Scale Do you know that: • You live in the United kingdom • You live on an island • You live on an island • Where in the UK is Totley? Scale Place Can you draw a map of where you live? Can you use symbols on a map? Do you know that: • You live in the United kingdom • You live on an island	Where is Totley on the map? Canyou use gridreferences (e.g. A1 and D7)? Scale Can you use symbols on a map? • Do you know • Where places you have talked about are on a map? • Where the BritishIsles are on a map? • Where the BritishIsles are on a map? How do you describe a route? Scale Can you use right and left, near and far, North, South, East and West to describe a route? How do you get to Holmesfield from Totley? Can you use symbols on a map? Which human and physical features will we see along the	What causes earthquakes? Physical and human processes Can you explain the structure of the Earth and how this links to tectonic activity? Can you explain what causes earthquakes? Where do earthquakes happen? Physical and human processes Can you explain the structure of the Earth and how this links to tectonic activity? What are the effects of earthquakes in Italy? Physical and human processes Can you compare and contrast two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to explain why people	What are the physical features of North America? Place Can you identify key features of a place using a map? Can you use some OS map symbols? What climate zones are there? Environmental interaction and sustainable development Can you describe the weather in different parts of the world? Can you use what you know about temperatures and weather to explain climate change? What are the human features of modern day North America? Physical and human processes	What's geogra people Place Can yo human feature and pu and mi Can yo cities a are loc L o L o How w around Can yo aerial p and we describ might B Can yo



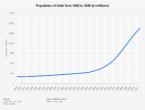
What are the capital cities of way? Physical and human choose to settle in a Can you identify key the UK? Place processes place? features of a place using a Do you know that: Can you **explain** some of the Can you **explain** how a map? • You live in the human/physical features of a group of people have tried Can you **explain** how United kingdom different place? to improve a locality? people's lives vary due to • You live in England Can you answer questions about weather and climate? The UK is made of contrasting places using online 4 countries, their research and an atlas? names and capital cities What are the effects of How does a geographer earthquakes in North compare places? Which is busier, Totley or America? Physical and Interdependence Holmesfield? Physical and human human processes Can you compare and processes contrast the UK and a Can you compare and Can you carry out a TPS (traffic and region of North America? **contrast** two different pedestrian survey) survey? locations and use Can you use a tally to collect data. evidence to explain which Can you present data using a bar would be the most chart? suitable place to settle? Can you use evidence to How is Totley different to explain why people London? Interdependence choose to settle in a place? Can you **describe** the Can you explain how a physical and human group of people have tried features of where you live to improve a locality? using words and pictures? Can you **research** a place How are Totley and Holmesfield different? Physical and human using a range of different processes sources? (Maps, pictures, Can you sort buildings and land investigation walk.) into categories of community, Can you **explain** how two residential, emergency, shop, places are different? farming and nature? Can you create an accurate map of a place using symbols and a key to help describe it? Do you choose appropriate information to include in your map to help describe it?

raised, including reasons and explanation for the changes?



What challenges does a growing population present? Interdependence

Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?



What challenges does an aging population present? Interdependence

Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?

Actual Projection
130 million
120

'A lack of food is the biggest challenge facing the planet.' To what extent do you agree with this?

Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?

Source Analysis	What is the source?	What is the source?		What is the source?	(higger picture) of the course?		do you now about its context?
questions	What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	 What is in the source that you know about? What human and physical features can you see? Why might the source be useful? How does the source add to our understanding? What extra information have you learnt from the source? What has the source proven to you? What other questions could we ask? 		What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?		What are the limitations of the source? What doesn't it show us? What else would someone need to know about the context of the source?How does the source add to our understanding?What other questions might we have?	
Compare and contrast with	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked about.	Does Totley have more similarities or more differences with London?	Compare and contrast Totley to Holmesfield in terms of the human and physical features in each, and the number of vehicles and pedestrians counted in the TPS survey.	What causes a volcano also causes an earthquake. How true do you think this statement is?	North America has more similarities than differences with South America. How true do you think this statement is?	Tourists flock to London in the same way tourists flock to volcanoes. How true or false do you think this statement is?	Fair trade and sustainability are intertwined. How true or false do you think this statement is?
Fieldwork techniques	Satellite images and digital mapping Sketch mapping	Satellite images and annotations	Use compass point directions (N,S,E and W) and directional language (near, far, left and right) to describe the location of and routes on a map. Traffic and pedestrian survey.	Satellite images and annotations	Digital mapping	Land Use transect of Sheffield City Centre. Building height survey of Sheffield City Centre. Geological maps.	Resident survey

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