

**Geographical Enquiry**

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Make predictions and test simple hypotheses about people and places.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

**Geographical Skills**

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Follow routes on maps describing what can be seen.
- Create sketch maps using symbols and a key.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.
- Interpret data collected and present the information in a variety of ways including charts and graphs.

**Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability**

- Name and locate counties and cities of the United Kingdom – identify land use, study importation, exportation and global links. Study 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.

**Example activity for 'expected' standard**

can locate and describe several physical and human environments, major urban and describe how some of these have changed over time, can recognise broad land-use patterns of the UK and understand how a region has changed and how it is different from another region of the UK, know and understand what life is like in cities and in villages and in a range of settlement sizes, can understand that products we use are imported as well as locally produced and can explain how the types of industry in the area have changed over time, can understand where our energy and natural resources come from and use digital maps to investigate features of an area, make a detailed map with symbols. (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed).

### Geographical Enquiry

- **Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?**
- **Make predictions and test simple hypotheses about people and places.**
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Use wider range of labels and measuring tools on digital maps.
- **Start to explain satellite imagery.**
- **Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.**

Unit to be used to teach mapping skills in relation to Europe.  
Targets in bold could be covered through History and the teaching of Ancient Greece.

### Geographical Skills

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- Choose the most appropriate map/globe for a specific purpose
- Follow routes on maps describing what can be seen.
- Understand that purpose, scale, symbols and style are related.

### Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- A region in a European country – Focus on Greece

### Example activity for 'expected' standard

Can use globes, atlases, digital and thematic maps to locate cities, countries and regions of Europe and North and South America on physical and political maps in relation to equator/tropics and describe key physical/human characteristics and environmental regions of Europe, **know and understand what life is like in cities and in villages and in a range of settlement sizes, can understand that products we use are imported as well as locally produced and can explain how the types of industry in Greece have changed over time, can make sketch maps of areas using symbols, a key and a scale.** (e.g. Use physical and political maps of Europe to identify countries in Europe in relation to Greece, use live data trackers to identify countries in Europe in relation to Greece. **Historical study of ancient Greece, a comparison of land use/imports and exports of ancient and present day Greece, why has this changed?**).

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