

Christ Church Long Term Curriculum Plan 2025-2026

Key Question	Ancillary questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
Year 1			
What is the geography of where I live? (local study of Cheltenham)	<ol style="list-style-type: none"> 1) <i>What is geography all about?</i> 2) <i>Whereabouts in the United Kingdom do I live?</i> 3) <i>What does the Geographical Information System (GIS) on Google Earth tell me about the geography of the local area?</i> 4) <i>What are the main land uses within my local area?</i> 5) <i>How can we introduce people to the physical and human geography of our local area?</i> 	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Small area of the United Kingdom (locality) Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

<p>How does the weather affect our lives?</p>	<ol style="list-style-type: none"> 1) <i>What is the weather?</i> 2) <i>How do great artists paint the weather?</i> 3) <i>How does the weather change through the four seasons of the year?</i> 4) <i>Why isn't the weather the same everywhere in the world?</i> 5) <i>How can Antarctica be a desert when it's the coldest place on earth?</i> 6) <i>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</i> 	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>
<p>Why do we love being beside the seaside so much?</p>	<ol style="list-style-type: none"> 1) <i>How is the seaside different from other places?</i> 2) <i>How do people enjoy themselves at the seaside?</i> 3) <i>What else did Sally find living in the rock pools at Wembury?</i> 4) <i>How do people affect the beach at Wembury?</i> 5) <i>Whereabouts in the world is Wembury?</i> 6) <i>How have our seaside holidays changed since the 1970s?</i> 	<p>Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

		Satellite, aerial and terrestrial photographs and plans Fieldwork	
<p>Year 1 Geography Learning Goal</p> <p>By the end of Year 1 our children, working as young geographers, will have demonstrated that they can use effectively the range of simple geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Identify, observe, describe, record and locate on a simple plan some significant physical and human features and land uses of their school grounds and immediate locality; • Locate where they live on a map of the four nations and main cities of the United Kingdom and locate the United Kingdom on a map of the countries of Europe; • Identify and locate the seven continents and five oceans of the world on a world wall map and globe; • Describe some of the physical and human features typically seen at the seaside and suggest reasons why people enjoy visiting the coast for holidays, both in the past and now, and how they might also take care of the natural environment to be found there; • Observe, record and present graphically the basic elements of the weather at their locality; • Describe and suggest reasons for ways in which the weather changes through the seasons and how people and living things in the United Kingdom can be affected by these changes; • Identify and locate hot and cold areas of the world and suggest reasons why the weather isn't the same everywhere in the world 			
Year 2			
Why does it matter where our food comes from?	<ol style="list-style-type: none"> 1) Where do dairy products come from? 2) Why are there so many dairy farms in Devon? 3) How does Quicke's Dairy Farm in Devon make cheese? 4) How does our list of favourite fruit and vegetables compare with the favourites of other people? 5) Why is it important to know all about sugar? 6) Why do John and Rob have so many 	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising

	happy customers at their shops?	Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork	Reasoning and interpreting
Why don't penguins need to fly?	<ol style="list-style-type: none"> 1) <i>Where is Pip's home and what do we find there?</i> 2) <i>How are penguins able to survive in Antarctica?</i> 3) <i>How does Antarctica compare with the Sahara Desert?</i> 4) <i>How is the Arctic different from the Antarctic?</i> 5) <i>Why are there no Polar Bears in Antarctica?</i> 6) <i>Why do Marco and Polo find visiting each other so difficult?</i> 7) <i>So why don't penguins need to fly?</i> 	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
How does Kampong Ayer compare with where I live? (small area in a contrasting non-European country)	<ol style="list-style-type: none"> 1) <i>How does the location of Kampong Ayer compare with where I live?</i> 2) <i>How do people's homes at Kampong Ayer compare with mine?</i> 3) <i>How does the weather at Kampong Ayer compare with the weather where I live?</i> 4) <i>How do people in Kampong Ayer travel around compared with how people travel around where I live?</i> 	Continents and Oceans Lines of Latitude and Longitude Equator North and South Poles United Kingdom Weather Seasons Hot and cold areas Physical and human geographical features Basic subject vocabulary	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing

	<p>5) <i>How does going to school in Kampong Ayer compare with my school?</i></p> <p>6) <i>How does the natural environment around Kampong Ayer compare with the natural environment around where I live?</i></p> <p>7) <i>How does Geographic Information System (GIS) imagery of Kampong Ayer compare with GIS imagery of where I live?</i></p>	<p>World maps Atlases and globes Compass directions Satellite, aerial and terrestrial photographs and plans Fieldwork</p>	<p>Categorising Reasoning and interpreting</p>
--	---	---	--

Year 2 Geography Learning Goal

By the end of Year 2 our children, working as young geographers, will have demonstrated that they can use effectively the range of simple and basic geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:

- Compare and contrast the basic physical and human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei, Borneo;
- Suggest reasons for some of the main similarities and differences in the geography of their locality and Kampong Ayer that they have observed;
- Locate the United Kingdom and Brunei on a map of the continents and oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) and the North Pole and South Pole;
- Describe and compare the natural environments of Antarctica and North Africa and identify, describe and give reasons for some of the different ways in which living things, including humans, are adapted to survive in such places;
 - Identify and describe the three main types of climate and where each is found in the world;
- Recognise and describe how the food they eat is produced on farms, either in the United Kingdom or overseas, why some of their food must be imported and give reasons why it is important to eat a healthy balanced diet;
- Recognise and describe how the weather affects what kind of food can be produced by farmers.

National Curriculum Key Stage 2 Years 3 & 4 Overview

Key Question	Ancillary Questions and content focus	Geography National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Year 3			
Why do some earthquakes cause more damage than others?	<ol style="list-style-type: none"> 1) <i>Why won't Paula and Richard forget 22 February 2011?</i> 2) <i>How has New Zealand been affected by earthquakes in the past?</i> 3) <i>Why does New Zealand have so many earthquakes?</i> 4) <i>Why don't the largest earthquakes always cause the most death and destruction?</i> 5) <i>Why do most volcanoes happen in the same places as earthquakes?</i> 	South America Latitude and longitude Northern and Southern Hemisphere Time zones Volcanoes Earthquakes World maps, atlases and globes GIS Plans – map symbols and key Appropriate and specialised subject vocabulary	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
Why do so many people live in megacities?	<ol style="list-style-type: none"> 1) <i>What are megacities and where are they located?</i> 2) <i>Why did Baghdad become the first city in the world with one million people?</i> 3) <i>Why is Milton Keynes the United Kingdom's</i> 4) <i>fastest-growing city?</i> 	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Settlement and land use	Identifying Recognising Describing Observing Recalling Comparing and contrasting

	<p>5) <i>Why is Brasília the fastest-growing city in Brazil?</i></p> <p>6) <i>How do the advantages of living in cities compare with the disadvantages?</i></p> <p>7)</p>	<p>Economic activity and trade Plans – key and scale Atlases, globes and world maps Political and physical atlas maps Thematic atlas maps GIS Appropriate and specialised subject vocabulary</p>	<p>Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
<p>Beyond the Magic Kingdom: what is the Sunshine State really like? (region within North or South America)</p>	<p>8) <i>Why is the Magic Kingdom the most popular theme park in the world?</i></p> <p>9) <i>Where is the Magic Kingdom?</i></p> <p>10) <i>Why did the great Maya civilisation of Central America come to an end?</i></p> <p>11) <i>Why do tourists come to the Magic Kingdom from some countries and not others?</i></p> <p>12) <i>Why is the Kennedy Space Centre in Florida?</i></p> <p>13) <i>Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?</i></p> <p>14) <i>How and why is the climate of the Sunshine State different from where I live?</i></p> <p>15) <i>How do Floridians cope with hurricanes?</i></p>	<p>Europe including Russia North America Florida South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Climate zones Settlement and land use Economic activity and trade Plans – key and scale Atlases, globes and world maps Political and physical atlas maps Thematic atlas maps GIS</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>

Year 3 Geography Learning Goal

By the end of Year 3 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:

- Describe in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured;
- Explain in basic terms why some earthquakes cause more destruction than others;
- Recognise and give reasons for why most earthquakes and volcanoes tend to occur at the same locations around the world;
- Locate the Disney Magic Kingdom theme park on a map of the states and main cities of the United States in the continent of North America and explain why it is so popular with visitors from countries around the world;
- Identify and describe a number of important physical and human features of Florida other than the Magic Kingdom such as the Everglades and the Kennedy Space Centre;
- Explain why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them;
- Recognise and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring;
- Compare and contrast in basic terms the main features of cities in different countries around the world identifying some similarities and differences;
- Consider whether the benefits of living in cities outweigh the disadvantages and explain their views.

Year 4

<p>How and why is my local environment changing? (locality study)</p>	<p>1) <i>Why do places change?</i></p> <p>2) <i>How has my local area changed in the past?</i></p> <p>3) <i>How did my local area change as a result of World War I?</i></p> <p>4) <i>How and why does the quality of the environment change in my local area?</i></p> <p>5) <i>How do NASA satellite images inform us of environmental change on a global scale?</i></p>	<p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Time zones</p> <p>Settlement and land use</p> <p>Plans – key and scale</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Points of compass (8)</p> <p>1:50 000 OS maps</p> <p>Key, symbols and scale</p> <p>Four Figure Grid references</p> <p>Fieldwork – observe, measure, record, present</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p>
---	---	---	---

		and interpret Appropriate and specialised subject vocabulary	Justifying Developing conclusions
How can we live more sustainably?	<ol style="list-style-type: none"> 1) <i>What does being sustainable actually mean?</i> 2) <i>How can we help to make our school more sustainable?</i> 3) <i>Why are we seeing more wind and solar farms in the countryside?</i> 4) <i>How is sustainable development helping the lapwing out of the red?</i> 5) <i>How are solar cookers helping Sunita and her family to live more sustainably?</i> 	United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Natural resources Plans – key and scale Atlases, globes and world maps GIS Points of compass (8) Fieldwork – observe, measure, record, present and interpret Appropriate and specialised subject vocabulary	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
Why are jungles so wet and deserts so dry?	<ol style="list-style-type: none"> 1) <i>Why is climate different across the United Kingdom?</i> 2) <i>What are the world's climates?</i> 3) <i>How do climate graphs help geographers compare the climate of one place with another?</i> 4) <i>How does the climate affect the plants and animals living in a place?</i> 5) <i>Why is the jungle of the Amazon</i> 	South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Time zones Climate zones Atlases, globes and world maps GIS Points of compass (8)	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing

	<i>Rainforest so wet and humid?</i> 6) <i>Why is Arica the driest inhabited place on Earth?</i>	Thematic atlas maps Appropriate and specialised subject vocabulary	Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
--	--	---	---

Year 4 Geography Learning Goal

By the end of Year 4 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

- Identify, describe and explain using information they have observed, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;
- Identify, describe and explain using satellite images and simple GIS some important changes to the environment that they can observe occurring in different parts of the world;
- Recognise, describe and explain different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school;
- Compare and contrast how people in different parts of the world are living more sustainably and helping to conserve their environment;
- Explain the difference between weather and climate and identify and describe in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world;
- Explain why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth

National Curriculum Key Stage 2 Years 5 & 6 Overview

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
----------------	--	---	---

Year 5			
<p>How do volcanoes affect the lives of people living on Hiemaey? (a region in a European country)</p>	<ol style="list-style-type: none"> 1) <i>Where does Saethor take his dog Tiry for a walk every day?</i> 2) <i>Where do Saethor and Tiry live?</i> 3) <i>How do geographers describe the Westman Islands?</i> 4) <i>How does the physical and human geography of Hiemaey compare with the area in which I live?</i> 5) <i>Why are there so few trees on Hiemaey?</i> 6) <i>Why are there volcanoes on Hiemaey?</i> 7) <i>How were the people of Hiemaey affected when Eldfell erupted?</i> 8) <i>Why do the people of Hiemaey go on living next to an active volcano?</i> 	<p>Europe including Russia Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade Latitude and longitude Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps GIS Specialised subject vocabulary</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>What is a river? (a region of the United Kingdom)</p>	<ol style="list-style-type: none"> 1) <i>How does the course of the River Axe change from source to mouth?</i> 2) <i>How does the course of my local river change from source to mouth?</i> 3) <i>Why are river estuaries such important places for wildlife?</i> 4) <i>Why are rivers such an important</i> 	<p>Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere Maps and plans – key, scale and symbols Atlases, globes and world maps GIS</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting</p>

	<p><i>part of the water cycle?</i></p> <p>5) <i>How has the Isle of Dogs changed since the reign of Henry VIII?</i></p> <p>6) <i>How did Bedrich use music to describe the course of his beloved national river?</i></p>	<p>Rivers</p> <p>Water cycle</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Why are mountains so important?</p>	<p>1) <i>Why are the three mountains of Olympus, Mauna Kea and Everest so famous?</i></p> <p>2) <i>How were the world's greatest mountain ranges formed?</i></p> <p>3) <i>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering?</i></p> <p>4) <i>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</i></p> <p>5) <i>How are the Cambrian Mountains different from the Himalaya Mountains?</i></p> <p>6) <i>Why is the climate at Tynohir such a challenge for Roy?</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Atlases, globes and world maps</p> <p>Mountains</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

	<p>7) <i>Why do tourists visit the Cambrian Mountains?</i></p> <p>8) <i>How else is the precious resource of water used in the Cambrian Mountains?</i></p>		<p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 5 Geography Learning Goal</p> <p>By the end of Year 5 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate and specialised geographical techniques, enquiry skills and subject vocabulary detailed in our schemes of work to:</p> <ul style="list-style-type: none"> • Identify, describe and explain how the course of a river changes from source to mouth and the importance of rivers as an element in the water cycle and also for wildlife and human activities; • Identify, describe and explain how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII and reach a judgement as to how these changes have affected the local area; • Identify and locate on a world map the main ranges of fold mountains in the world together with areas of high and low ground on a map of the United Kingdom; <ul style="list-style-type: none"> • Reach a judgement about the challenges faced by people like farmers living and working in mountainous areas such as the Cambrian mountains of Wales; • Explain why reservoirs are often built in mountainous areas of the United Kingdom and reach judgements and justify their views as to how water might be used more sustainably at home and at school; • Identify and locate Britain's National Parks on a map of the United Kingdom and explain why they are so important and attract millions of visitors every year; • Reach and justify a conclusion as to why National Parks are described as 'Britain's breathing spaces' 			
<p>Year 6</p>			
<p>How is climate change affecting the world? (a region of the United Kingdom)</p>	<p>1) <i>Why is Elhaji cleaning shoes on the streets of Banjul?</i></p> <p>2) <i>Why can't Olivia afford to insure her home?</i></p> <p>3) <i>Why are people living in Starcross making flood plans?</i></p> <p>4) <i>Why do Lars and Sofie disagree</i></p>	<p>Europe including Russia</p> <p>North America</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Climate zones</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p>

	<p><i>about how nice the weather is?</i></p> <p>5) <i>Why are people all over the world noticing that the weather their used to is changing?</i></p> <p>6) <i>What have the countries of the world agreed to do about global warming?</i></p>	<p>Economic activity and trade</p> <p>Natural resources</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Types of settlement and land use</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Specialised subject vocabulary</p>	<p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Why is fair trade fair?</p>	<p>1) <i>Why was this road so important two thousand years ago?</i></p> <p>2) <i>Why does Marco Polo visit the United Kingdom every eleven weeks?</i></p> <p>3) <i>What does the United Kingdom export to the people of China?</i></p> <p>4) <i>Why isn't trade always fair on some people such as Melvin?</i></p> <p>5) <i>Why is fair trade fair?</i></p>	<p>Europe including Russia</p> <p>South America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>GIS</p> <p>Climate zones</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>1:50 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

			<p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Who are Britain's National Parks for?</p> <p>(a region of the United Kingdom)</p>	<p>1) <i>Why are National Parks described as Britain's 'breathing spaces'?</i></p> <p>2) <i>What else makes National Parks so important?</i></p> <p>3) <i>Why do National Parks welcome visitors?</i></p> <p>4) <i>Why is protected land so important in South West England?</i></p> <p>5) <i>Why are so many people attracted to The Valley of Rocks?</i></p> <p>6) <i>Why is Merrivale such an important prehistoric site?</i></p> <p>7) <i>Why are farmers so important in our National Parks?</i></p>	<p>North America</p> <p>United Kingdom</p> <p>Latitude and longitude</p> <p>Northern and Southern Hemisphere</p> <p>Maps and plans – key, scale and symbols</p> <p>Atlases, globes and world maps</p> <p>Mountains</p> <p>Types of settlement and land use</p> <p>Economic activity and trade</p> <p>Natural resources</p> <p>1:50 000 and 1: 25 000 OS maps – scale, symbols, key</p> <p>Four and Six Figure grid references</p> <p>Fieldwork – observe, measure, record, present and interpret</p> <p>Specialised subject vocabulary</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 6 Geography Learning Goal</p> <p>By the end of Year 6 our children, working as young geographers, will have demonstrated that they can use effectively the range of appropriate and specialised</p>			

geographical techniques including fieldwork, enquiry skills and subject vocabulary detailed in our schemes of work to:

- Explain what trade is and why it has been important to countries around the world for thousands of years;
- Compare and contrast the United Kingdom's main imports from and exports to China and reach a judgement about the relative importance of what we choose to buy and sell as a country;
- Explain why trade may not always be fair and evaluate the potential benefits to the producer and consumer of people around the world becoming Fair Trade farmers;
- Summarise the similarities and differences and reach a conclusion about how the physical and human geography of Heimaey in Iceland compares with that of their home area;
- Evaluate the benefits and drawbacks of living on an active volcanic island such as Heimaey and reach a judgement and justify their view as to what people here might best do in the future;
- Explain in basic terms the main causes of global warming;
- Empathise with the circumstances of people in different parts of the world already impacted by climate change and evaluate the ways in which they are adapting to changes in the weather;
- Explain what countries around the world have agreed to do to combat the causes of climate change and reach a judgement about what they, their families and school might do to contribute