



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Map Makers and Jungles	2	Autumn 2	11 hours

What knowledge and skills will children have gained by the end of this unit?

- To know that a compass shows direction.
- To know that jungles are found near the equator.
- To locate jungles around the world using an atlas.
- To know features of mangroves and how they are formed.
- To know the name of the country they live in.
- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know compass directional language (North, South, East, West)
- Recognising some physical features in their locality and other places.
- Recognising some human features in their locality.
- Using an atlas to locate the UK and jungles.
- Using directional language to describe the location of objects around their surroundings.
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Recognising basic human and physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible computing activities)	Resources	Vocabulary
Lesson 1	1 hour	<p>How can you find places on a map?</p> <p>Children's knowledge by the end of this lesson will be:</p> <ul style="list-style-type: none"> able to use the compass points N, S, E, W. 	<p>Show the children the first slide. Ask the children, what is a map? What do we use them for? What do they show? Where do we find maps? (Globes, atlas, play mats, treasure map, story maps, SatNav, theme parks, transport maps, Google Maps etc...) Go through the slides showing examples of different maps and their different uses. Show the children the image of a compass rose and ask them to think, pair and share their ideas about what it is. Explain the use of a compass and the language used when describing direction. Explain that today we will be looking at using directions to help guide us around a map. Go through the examples on the slide, showing how to move around the map using the compass.</p> <p>Ask the children to get into pairs then give each pair Treasure Map IA/IB/IC along with a treasure chest from the Treasure Chest Sheet. Ask the children to explore the map together. What can you see on the map? What language could you use to guide your partners? Ask the children to place the treasure chest onto a square and ask them to guide their partner to the treasure using directional language.</p> <p>Give the children the Pirate Game Sheet and the Compass Sheet. Using the pre-drawn grid ask the children to cut out the pictures and place them into different squares on the grid before directing their partner to find the treasure using the compass points. Ask the children, what words do you need to use to guide your partner? How can you help your partner find the treasure? Can you guide your partner safely round the obstacles? To extend the game ask</p>	<p>Slides Treasure Map IA/IB/IC Pirate Game Sheet IB Treasure Chest Sheet Big Pirate Game Compass Sheet</p>	<p>-Compass -North, South, East, West. -Direction -map</p>

			<p>the children to think of their own obstacles they may find on a treasure map; can they draw these and add them to their grid?</p> <p>Show the children the Plenary slide. Ask the children to guide you to the treasure using directional language.</p> <p>Questions to ask: Can the children explain what a direction is? Can the children explain why using directional language is important? Can the children use directional language to guide a partner?</p>		
Lesson 2	1 hour	<p>How can you recognise landmarks?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by 'aerial view'. • Create a simple map. • Use aerial photographs and plan perspectives to recognise and create landmarks. 	<p>Show children the first slide with the examples of maps and recall last session's information on maps. Ask the children how they think maps are made. How do map makers gather all the information? Show the slides with different examples of aerial and plan perspectives. What do you notice about these pictures? Explain to the children that it is an aerial view and explain what an aerial view/perspective is and how map makers use them. Show the children the different slides. Can you recognise the famous places from an aerial view? Can you recognise the landmarks and spot them in the aerial photo? Explain that there are two new children starting in the class and they will need to help the children by drawing a plan view of the classroom. Ask the children, 'How could you draw a plan of the classroom? What do you need to make sure it is a helpful plan? How do you make sure it's an aerial view?'</p> <p>Give the children Worksheet 2A/2B/2C, the Plan View Example Sheet and the Shape Sheet. Ask them to use the shapes to create a plan of their classroom. What do you need to include? What are the main items in the classroom? Can you include items that are not on the sheet? Ask the children to share their plans with the person</p>	<p>Slides Plan View Example Sheet Shape Sheet Worksheet 2A/2B/2C</p>	<p>-aerial view -landmarks -location -plan perspective</p>

			<p>next to them. Do they look the same? Do you need to add anything? Have you missed anything?</p> <p>Take the children out into the playground and walk round noting the different equipment, plant life etc...ask the children, what can you see that you will need to put onto your plan? Give the children some plain paper and ask them to create an aerial view of the school playground. Ask the children, what do you need to include? How can you make your plan clear? 'Will our new classmates be able to find their way round the playground easily?'</p> <p>Explain to the children that they have one minute to draw a plan of their bedroom at home. What do they need to include? How can they make sure everything fits into the room?</p> <p>Questions to ask to assess: Can the children explain what is meant by an aerial view or perspective? Can the children draw the classroom as an aerial view to help another pupil? Can the children draw an aerial view or perspective of a familiar room?</p>		
Lesson 3	1 hour	<p>What can you observe in your school and the local surroundings?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Use a key to understand maps. • Identify landmarks on a map. 	<p>Explain to the children that they will be looking at different maps of towns. Show the children the different maps of towns, pausing to look carefully at the details, using geographical language to read the maps. Show the children the map on the slide. What is the map showing us? What do they think the symbols might mean? Show the children the key on the slide, explain why it is important. Ask the children, what do you notice about the key? What does it show you? Why is a key useful? What do the symbols show us? Explain to the children that they will be going for a walk of the surrounding area and will be taking notes, photographs and drawings of the key features they see as they walk around the area.</p>	<p>Slides Map Research Sheet 3A/3B Symbols Sheet Challenge Card A/B/C</p>	<p>-fieldwork -observation -surroundings -map -key</p>

			<p>Give the children Map Research Sheet 3A (NB: you will need to draw a brief sketch of the area you will be walking in the space provided on the sheet before photocopying for the children) and Challenge Card B. Ask them to walk with a partner, marking down together the different places of interest. Ask the children to think about what is important to them? What are the landmarks that stand out to you?</p> <p>Split the children into small groups and send them to walk the grounds of the school. Give the children a camera and ask them to take photographs of the different points of interest that they find on their walk. Ask the children to think about what points of interest would be useful on a map/plan of the school building, for example, what would help someone to find their way round the school? • Print out the photographs and ask the children to arrange them onto a piece of paper to show the route they took. Can you draw the route you took? Are there any other key features you could add?</p> <p>Show the children the Plenary slide with the example of the key, then ask them to draw a quick key of their own for the map they drew on their walk. What do you need to include? What symbols have you used?</p> <p>Questions to ask to assess: map examples? Can the children explain what the use of a key is? Can the children draw their own key for their maps? Can the children read the information on the town map examples?</p>		
Lesson 4	1 hour	Can you create a simple map and use and construct basic symbols in a key?	Give the children their Map Research Sheets from lesson three and remind them of the walk they took around the school and local area. Show the children any photographs that were taken during the walk. Ask the children to recall	Slides Map Checklist	-fieldwork -observation -surroundings

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> ● Recall the key features seen on their walk. ● Show how to draw a simple map. ● Draw a key to aid with reading their map. 	<p>the different key features they saw on the walk. Explain to the children that today they will be using the rough sketch they drew and the details they noted down to create a map of the surrounding area. Show the children an example of a map of an area. What do they notice on the map? Point out the key, symbols and other features found on the map. Show the children the map check list on the board to remind them of what they need to include in their final maps. NB: You will need the Map Research Sheets or any photos taken on the walk in lesson three.</p> <p>MA: Give the children the Map Template Sheet and ask them to draw a more detailed map of their walk. Ask the children to include 3-4 different symbols and a key for their map. HA: Give the children the Map Template Sheet and ask them to draw a more detailed map of their walk. Ask the children to include 3-4 different symbols and a key for their map. Higher ability: Give the children the Map Template Sheet and ask them to draw a more detailed map of their walk. Ask the children to include 5 different symbols and a key for their map. Ask the children to share their maps with the person sitting next to them. Are there any key features missing? What else could they add to their map?</p> <p>Show the children the website www.google.co.uk/maps and explain how it can be used. Type in the school's postcode and show the children the view of the school using the various tools available: Earth view, Map view, Street view, etc. Show the children how to zoom in to have a closer view of the school in the map mode. Ask the children, what do you notice? What key features can you see? What would you use this map for? Ask the children to draw a simple map using the Google Map image. Show the</p>	<p>Map Template Sheet</p>	<ul style="list-style-type: none"> -map -key -local -locality -symbols
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			<p>children the map checklist and ask them to include symbols and a key for their map.</p> <p>Ask the children to work with a partner. Using the Plenary slide ask the children to answer the questions using the maps they have made of the area surrounding the school.</p> <p>Questions to assess: Can the children recall the key features seen on their walk? Can the children show how to draw a simple map? Can the children draw a key to aid with reading their map.</p>		
Lesson 5	1 hour	<p>What are the human features of your map and location?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Read a map of Spring Town. • Explain why a town is not designed very well. • Design a new town with human features 	<p>Ask the children, what do think a human feature is? What do you think a natural feature is? Then go through the examples and explanations on the subsequent slides. Show the children the slide showing a map of 'Spring Town' - a make-believe town. Ask the children to read the map, what can they see? What do they notice about the town? What key human features can they spot? Is there anything wrong with the town? Explain to the children that today they will be designing their own town, so they will need to think about the different features in their town, their location and how to make it a great town for its residents to live in. Show the children the slides showing the problems that Spring Town is experiencing; how could they make sure that their town has a better design?</p> <p>MA: Give the children the Town Design Sheet 5B. In pairs or individually they will add symbols to the map. They can use the questions for guidance.</p> <p>HA: Give the children the Town Design Sheet 5C and ask them to work with a partner to design a town. They can use the questions on the sheet for guidance. Ask them to finish the key that accompanies their town design. If the</p>	<p>Slides Town Design Sheet 5A/5B/5C Key Features Sheet Spring Town Map Blank Spring Town Map</p>	<p>-map -symbol -key -town -human features -location</p>

			<p>children want to add extra features to those listed on the key they can do so on another piece of paper.</p> <p>Ext. Explain to the children that have been asked by the mayor of Spring Town for help. He needs their town to be completely redesigned so the residents are much happier. Split the children into three groups, and ask them to work together with their group. Give each group a map of Spring Town and ask them to spot all problems they can see. How can they change the town to make it better for the residents? Give each group a large piece of paper and ask them to draw the basic grid of Spring Town. Alternatively, you can give them the Blank Spring Town Map to use. Ask each group to then decide what key features to keep in the town, change or add.</p> <p>Questions to assess: Can the children read the map of Spring Town? Can the children explain why Spring Town is not designed very well? Can the children design a new town with human features</p>		
Lesson 6	1 hour	<p>Where are jungles located around the world?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Use straightforward directional language to describe the locations of features on a map. 	<p>Close your eyes. Picture yourself standing in the heart of a dense jungle. What can you see? Hear? Smell? How do you feel? Discuss, optionally collecting words and phrases on the blank slide. What is a jungle? Briefly discuss, then show the explanation. Where in the world are jungles? Discuss again, then show the world map with an explanation and the Equator and tropical regions, where jungles are located, marked on it. The next few slides show maps of countries with jungles. They include compass points to help children describe the location of the jungles within each country shown. You may wish to write other words such as coast, border, and inland on a board to help children – or model describing a location. Show a number of images of the Atlantic Forest, Brazil. What can you see? How many</p>	<p>Slides Jungle Location cards IA/IB/IC Worksheet IA/IB/IC Jungle Flags Teacher's Notes Atlas Compass</p>	<p>-continent -country -location -jungle -physical features -locate -compass -North, South, East, West</p>

		<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to the features of jungles. • Begin to use maps to identify and locate continents and countries. 	<p>things can you name or describe? A few key words are shown next to each image. Invite children to think, pair, share. Optionally, invite some children to come and point to identified features on the images.</p> <p>Provide Jungle Location Cards IC, Worksheet IC, a Jungle Flags card and a large sheet of paper. Children are to stick the worksheet to the middle of the large sheet of paper. Once the jungles the cards describe have been located, children may stick them around the worksheet, drawing lines between the cards and the marked locations. Following this, challenge children to add any jungle facts they know, or questions they have, to the large sheet of paper.</p> <p>Provide Challenge Card 1, which includes an image of an explorer hacking through dense jungle undergrowth. Children are challenged to describe it in the most detailed and imaginative way they can, using appropriate vocabulary (optionally, provide the Jungle Words Poster/Table Mat). The card suggests devising a short description, story, poem, or verse of a song/rap. These could be written on the blank writing frames included, or recorded using audio/video recorders. Lower ability groups could work with an adult on a piece of shared writing, selecting adjectives to describe the jungle, and verbs to describe the explorer's movement through it.</p> <p>Show the plenary slide: a world map with the United Kingdom and some jungles marked on it. Spend a few minutes asking questions, e.g. "Which way would we have to fly to get from A to B?" Allow time for children to think, pair, share, using straightforward directional language.</p> <p>Questions to assess: Can children use straightforward</p>		
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			directional language to describe the locations of features on a map? Can children use basic geographical vocabulary to refer to the features of jungles? Can some children begin to use maps to identify and locate continents and countries.		
Lesson 7	1 hour	<p>What are some features and weather of Indian tropical seasonal forests?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain seasonal changes in weather in a jungle region. • Relate plant growth to seasonal weather changes. • Begin to explain how plants grow during the wet/dry seasons in seasonal tropical forests. 	<p>The first slide shows a diagram and explains in simple terms how strips of jungle are often found between areas of land with few trees and tropical rainforests. This is the savannah in Madhya Pradesh, central India. Show a few images for children to discuss, identifying plants, animals and geographic features. Explain that a special forest (seasonal tropical forest) grows next to the savannah. Some of the animals that live on the savannah may also go into the forest. Can you think of some reasons why? Discuss, then show some suggested reasons. What do most plants need to live and grow well - on the savannah, in the jungle, or anywhere? Discuss, then show the explanation. Show the slide explaining how, when the leaves fall from the trees during the dry season, sunlight reaches the plants below, helping them grow. What do you think happens to the trees and other jungle plants during the wet season? Discuss, then show the explanation. What sorts of animals do you think might live in the trees? Discuss, then show some examples. What sorts of animals do you think might live in the undergrowth? Discuss, then show some examples.</p> <p>Provide Lift The Flap 2B and worksheet 2B. Children are to match the given questions to the answers, then cut and stick them on the worksheet. Following this, they are instructed to draw two images to show the jungle during the wet/dry seasons.</p> <p>Ext: Children may role-play a journey through the jungle. Provide pairs or small groups of children with RolePlay Cards 2. They may select 2-3 cards at random (each</p>	<p>Slides Worksheet 2A/2B/2C Lift The Flap 2A/2B/2C Blank Flaps Teacher's Notes Jungle Words mat/poster</p> <p>Role-Play Cards Worksheet 2D</p>	<p>-physical features</p> <p>-jungle</p> <p>-seasonal changes</p> <p>-wet season</p> <p>-dry season</p> <p>-tropical</p>

			<p>card describes an event during their jungle journey), then role-play their adventure. Provide Worksheet 2D, on which children can draw a picture of a key moment in their journey, writing a sentence below to describe it.</p> <p>Show the first plenary slide, which includes some true/false statements about jungle weather. Allow time for children to read the statements and decide whether they are true/false, then show the second plenary slide which reveals the answers.</p> <p>Questions to assess: Can children explain seasonal changes in weather in a jungle region? Can children relate plant growth to seasonal weather changes? Can children begin to explain how plants grow during the wet/dry seasons in seasonal tropical forests?</p>		
Lesson 8	1 hour	<p>Where are mangroves and what are their features and weather like?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to describe locations and features of mangroves. • explain how tides change mangroves. • identify and describe some plants and 	<p>This is a special type of jungle called a mangrove (images of mangroves in Indonesia are shown). What can you see? How would you describe this mangrove to someone else? Show the world map with locations of some mangroves highlighted. What do you notice? The following slide explains that they are found on coasts and rivers near the Equator. The next few slides describe features of some Indonesian mangroves, and some animals that live in them. Throughout, questions are shown for children to consider. How do you think people might move through the mangroves? Is it even possible to travel through them? Discuss, then show the slides explaining some ways they are accessed.</p> <p>The Mangrove Fact Hunt Pack includes a number of resources to display around the classroom. These could be displayed on laptops/tablets, printed A3-sized, or even cut up into smaller sections for a greater challenge. Give groups of children a set of Challenge Cards as described</p>	<p>Slides</p> <p>Mangrove Fact Hunt Pack</p> <p>Challenge Cards 3A/3B/3C</p> <p>Mangrove Tour Badges</p> <p>Teacher's Notes</p>	<p>-mangrove</p> <p>-jungle</p> <p>-physical features</p> <p>-location</p> <p>-tide</p>

		<p>animals found in mangroves?</p>	<p>below. Each child is to take one card, then explore the displayed resources to find information as instructed. After a few minutes, children are to return to their groups and explain what they have learned. Each Fact Hunt sheet has faint dotted lines, showing how they may be cut up into smaller sections.</p> <p>Show the plenary slide. Challenge children to think about how they may describe one aspect of their learning which they found interesting. Key vocabulary is shown to help them. Allow time for children to think, pair, share.</p> <p>Questions to assess: Can children use geographical vocabulary to describe locations and features of mangroves? Can children explain how tides change mangroves? Can children identify and describe some plants and animals found in mangroves?</p>		
Lesson 9	1 hour	<p>What are the locations and features of cloud forests?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> identify and describe locations of cloud forests using directional language and/or compass points. 	<p>Today we're going to find out about a type of jungle that is very different to the seasonal tropical forests of India and the mangroves of Indonesia. Show the next few slides with images of Monteverde, Costa Rica. Descriptions and questions about the weather, climate, human uses and plants are shown. Allow time for children to discuss and respond to these. Imagine you're standing in the middle of Monteverde. What can you see? Hear? Smell? What might the weather be like - how does it feel? Discuss, then show a description of the weather and climate. What types of animals do you think might live in the cool, damp, dark cloud forest? Discuss, then show the next few slides, which describe some of the Costa Rican cloud forest animals.</p> <p>Make a cloud forest terrarium! Children may work individually, in pairs or in small groups, depending on</p>	<p>Slides Teacher's Notes</p> <p>Worksheet 4A/4B/4C</p> <p>A variety of materials and plants - see Teacher's Notes</p> <p>Worksheet 4D</p>	<p>-cloud forest</p> <p>-climate</p> <p>-weather</p> <p>-terrarium</p> <p>-tropical</p> <p>-compass</p> <p>-North, South, East, West</p> <p>-damp</p> <p>-humid</p>

		<ul style="list-style-type: none"> • use geographical vocabulary to describe some features of cloud forests? • begin to understand and explain how the weather/climate of cloud forests helps certain plants grow? 	<p>the amount of resources you have available. Each child/pair/group will need a large, clear plastic bottle (2l fizzy drinks bottles are ideal), the materials listed on the Teacher's Notes as well as some moss and a plant. Provide the Cloud Forest Terrarium Instructions, optionally demonstrating making a terrarium yourself.</p> <p>On worksheet 4B, children are to draw and label a picture of their finished terrarium. Can children answer questions about their terrarium?</p> <p>Show the plenary slide. Can children use any of the geography words shown to help them come up with one sentence to describe cloud forests? Allow time for children to think, pair, share.</p> <p>Questions to assess: Can children identify and describe locations of cloud forests using directional language and/or compass points? Can children use geographical vocabulary to describe some features of cloud forests? Can children begin to understand and explain how the weather/climate of cloud forests helps certain plants grow?</p>		
Lesson 10	1 hour	<p>What is the difference between a British woodland compared to a tropical jungle?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • begin to identify ways in which 	<p>Show the images of woodland in the Forest of Dean. What can you see? Allow time for children to discuss and respond, then show some suggested features they may have noticed. Woodland in the Forest of Dean has two types of tree: deciduous and evergreen. Can you read their names? Do you know of some differences? Discuss, then show the slides which explain. How is this British woodland similar to, or different from, some of the tropical jungles you have learned about before? Discuss, then show some slides</p>	<p>Slides Teacher's Notes</p> <p>UK Woodland vs Jungle cards</p> <p>Worksheet 5A/5B/5C</p> <p>Jungle Words mat/poster</p>	<p>-Woodland</p> <p>-deciduous</p> <p>-evergreen</p> <p>-difference</p> <p>-similarity</p> <p>- compare</p> <p>-loaction</p>

		<p>seasonal weather affects the growth of plants in UK woodlands?</p> <ul style="list-style-type: none"> • compare a UK region to another part of the world? • organise their ideas about two regions and describe some similarities and differences. 	<p>explaining some differences between British woodland and seasonal tropical forest in India. Did you think of some other similarities to, or differences from, British woodland and tropical jungles such as tropical seasonal forest, mangroves or cloud forests? Optionally, use the space provided on the slide to note children's ideas.</p> <p>Provide pairs or small groups with all four sets of the UK Woodland vs Jungle picture cards and the Jungle Words mat/poster. They are to discuss similarities and differences, then read the statements on Worksheet 5C, deciding which are correct/incorrect.</p> <p>Show the first plenary slide. What would you wear, or take with you, for a walk in woodlands near you? Discuss, then show the last plenary slide. What about if you were going on a walk through this jungle in southern India? Do you think you would need different clothing and equipment? Why? Allow time for children to think, pair, share.</p> <p>Questions to assess: Can children begin to identify ways in which seasonal weather affects the growth of plants in UK woodlands? Can children compare a UK region to another part of the world? Can children organise their ideas about two regions and describe some similarities and differences?</p>	<p>Challenge Cards 5</p>	<p>-climate -weather</p>
Lesson 11	1 hour	<p>What has been learnt about the locations, weather and geographic features of jungles?</p> <p>By the end of this lesson children will be able to:</p>	<p>Today we'll be showing what we've learned about jungles by organising information and explaining ideas in our own words. Let's see how much you've remembered and understood! The following slides pose questions; optionally, note children's ideas on the space provided each time, addressing any misconceptions as they arise. You may wish to refer back to slides from previous lessons. What is a jungle? (Can you agree on a definition as a group?)</p>	<p>Slides Teacher's Notes Worksheet 6A/6B/6C End of Unit Quiz slides and sheets</p>	<p>-compare -physical features -location -weather -climate</p>

		<ul style="list-style-type: none"> • describe some geographic features of tropical forests. • describe similarities and differences between UK woodland and tropical forests? • identify seasonal weather changes of tropical forest regions, and begin to suggest ways in which this weather affects their growth. 	<p>Where in the world are jungles found? How is the weather near the equator different to the weather in the UK? Not all jungles are the same. Can you think of some features of these special jungle forests (seasonal tropical, mangrove, cloud)?</p> <p>Worksheet 6B is a mini-book with tasks for children to complete, based on what they have learned.</p> <p>Show the slide with multiple-choice questions. An answer sheet and a mark sheet are also included with this lesson.</p>		<ul style="list-style-type: none"> -geographical features - county -continent - equator - mangrove -tropical
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Links to the National Curriculum.

Human and Physical Geography.

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator .

use basic geographical vocabulary to refer to:

- key physical features, including: season and weather
- key human features, including: city, town, village, house, office and shop

Geographical skills and fieldwork.

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Place Knowledge.

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.