



		Autumn	Spring	Summer
EYFS		Marvellous Me! Let's Celebrate	My Place, My Home Spring has Sprung!	Glorious Food Summer Sunshine
Geographical Knowledge	Locational knowledge	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		
	Place Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		
Geographical Understanding	Human and Physical Geography	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Geographical Skills and Enquiry	Geography skills and fieldwork	Explore the natural world around them.		
EYFS Curriculum Weft and Weave		Communication and Language	Physical (gross and fine motor skills)	Personal, Social and Emotional

Literacy	Communicating through maps: vocabulary, narratives, and stories.		Maps and active exploration; identifying and naming features.		Using personal and story maps to write emotive responses to place.	
Maths	Communicating and organising spatial information through number, shape, direction.		Opportunities through maps to think about scale, in contexts using gross and fine motor skills.		Confidently using maps to evaluate and estimate distance and direction.	
Understanding the World	Using and making maps to describe and compare people and places.		Active exploration of the world around us and increasingly detailed representations of it.		Using maps to investigate and represent culture and diversity.	
Art and Design	Making maps using a range of media.		Drawing maps using fine motor skills.		Using creative media to represent feelings about places in maps.	
EYFS Suggested Content	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children could make 2D or 3D maps of Rosie's journey (Rosie's Walk) and discuss/re-tell the route with an adult – sequencing, spatial awareness, and prepositional language.	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look at where the children have been on holiday. Find out some information on e.g. – food, clothes, climate, animals, physical features, language.</p> <p>(Link to Christmas/Father Christmas) Be able to point to the North and South poles on a globe. Use a compass to identify the direction – North.</p>	<p>Draw and create simple maps of their bedrooms or gardens from memory and be able to describe familiar features.</p> <p>Or: in pairs, draw a map of the mouse's trip through the wood (Gruffalo). Discuss the route using some positional language.</p> <p>Recognise some environments that are different to the one in which they live (and begin to use geographical vocabulary to explain them).</p> <p>Chinese New Year- where is China in the world? (digital maps/globes) Is it like England? Why/ why not?</p> <p>Know the name of the village and county our school is in.</p> <p>Scale: start chn thinking about relative scales e.g.</p>	<p>St Piran's Day- where is Cornwall on a map? Make a map of Cornwall using children's favourite places.</p> <p>Know the 4 countries of the UK.</p> <p>Explore key vocabulary for physical and human geography.</p> <p>(begin to identify and name some human and physical features of places using geographical vocabulary – e.g., Sea, land, coast, hill, mountain, river etc). And identify some on maps (sea, landmass, coast).</p>	<p>Fieldwork: Look at and recreate maps of the school (prepositions). In pairs draw a map of the school grounds from memory. Take the finished maps on a walk around the school comparing them with reality and locating features they have drawn. Go back to class and add any more they have forgotten.</p> <p>Are there any similar villages near us? Put them on the map of Cornwall we made</p> <p>Draw information from a simple map (land/ sea etc) and start looking at symbols and their meanings.</p>	<p>Do bees live all over the world? Explore why/ why not. Think about the climate in the Artic/ Antarctic and consider the similarities and differences with our seasons. Which season is it like? What appropriate clothing would we have to wear?</p> <p>Links to history (beach trip?) route to beach (map) physical features of beach (cliff, rocks, sand) human (slipway, fishing boats, shops/buildings).</p> <p>Know the names and locations of several continents (continents song)</p>

			(house, tower block, mansion, anthill, beehive).			
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Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- 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;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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.

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 and the North and South Poles;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
 - 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;
 - 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.

	KS1	LKS2	UKS2
Locational Knowledge	<p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p>	<p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p>	<p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p>
	<p>Key Skills/Milestones: Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica To begin to use appropriate geographical vocabulary in relation to countries and continents. 	<p>Key Skills/Milestones: Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Key Skills/Milestones: Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Locate the county of Cornwall and the village of St Agnes on a map of the UK. • Have knowledge of major continental land masses and oceans. Knowledge of globally significant cities and the highest mountain range in the world. • Know that Hong Kong is a significant city in the world which will allow students to recap the location of continents - Europe and Asia. • Find out the location of major countries such as China and Russia, the location of major mountain ranges – the Himalaya and cities such as London, Moscow, Beijing, Tokyo, San Francisco, and New York. • Be exposed to rural and urban locations. They will recognise similarities and differences in locations. • Locate Australia on a world map and globe. They explore Australia’s location in relation to its surrounding countries, continents, and oceans, and also in relation to the UK. • Learn the significance of the Equator and latitude. • Locate Australia’s largest cities and most populated areas. • Learn that the oceans cover 70% of the globe’s surface. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Investigate some of the key features of the UK coastline • Name and describe global coastal habitats. • Pupils will locate Italy, the bay of Naples and Mount Vesuvius. Understanding that Italy is located in the Mediterranean Sea, closer to the equator than the UK. • Pupils will locate Mount Everest and the Himalayas • Name and locate the seven highest peaks in each continent. • Name and locate the mountains of the UK. • Recap where cold places are located. • Recap the location of the Polar regions • Discover which countries lie within the arctic circle. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Know that the continent of Africa is made up of 54 individual countries. • Identify and locate the 54 countries of Africa. • Learn that Africa can be split into five different regions and identify which region various African countries are in. • Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world. • Use maps and atlases to locate the source of a range of food products. • Use maps and globes to locate less developed and more developed countries. • Locate the countries that the UK exports goods to. • Be introduced to case studies of fairtrade industry in a range of locations globally. • Locate continents and countries using a digital world map to determine what each country’s highest-value export is.
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	KS1	LKS2	UKS2
Place Knowledge	<p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p>	<p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p>	<p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
	<p>Children can:</p> <ul style="list-style-type: none"> • compare the UK with a contrasting country in the world; • compare a local city/town in the UK with a contrasting city/town in a different country; 	<p>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; • explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe; 	<p>Children can:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of South America; • understand geographical similarities and differences

	<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Australia, Sydney, river, desert, mountain. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe; use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>through the study of physical geography of a region of the United Kingdom, a region of South America;</p> <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Learn about their school and the location of the original primary school on British Road and compare the different human characteristics of the locations. Study pictures of both schools and ask geographical questions e.g. What was school life like in the old school compared to now? Express own views about a place, people, and environment. Understand why we have night and day. Know that it is night-time in Sydney whilst it is daytime in Cornwall Consider how we travel between different places, and how the characteristics of a place determine how we travel there. Consider what Hong Kong is like as a place to live. Discover the challenges that face Hong Kong and the reasons why these challenges have come about. Learn to identify a variety of London landmarks and find out some facts and history about them. Learn the meaning of 'urban' and 'rural' and be able to compare life in a city to St Agnes. Learn a range of facts about each of the world's oceans and be able to order them in size. Learn that the UK is located in the Atlantic Ocean. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Be able to name a number of coastal locations in their local area – beaches, headlands etc. To identify some of the key features of our local coastline. Locate the towns of Pompeii and Herculaneum and the modern city of Naples. [In the United Kingdom] name and locate...key topographical features including hills, mountains... Understand that volcanoes and earthquakes occur in places where tectonic plates meet. To recognise what creates a cold place both locally and globally. Will trace a river from its source to the sea and find out why they are so important to the cities, towns, and villages alongside them. Understand the role of the water cycle in a biome and understand condensation and know about photosynthesis Know that most of the world's tropical rainforests are located in Brazil, South Africa Find out that Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Be able to describe and explain the impacts of international influences on a locality. Be able to make connections between the UK and the world. Be able to understand why we have/need borders.

	KS1	LKS2	UKS2
1 2	KS1 Geography National Curriculum	KS2 Geography National Curriculum	KS2 Geography National Curriculum

	<p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p>	<p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes</p>	<p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p>
	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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 and the North and South Poles; use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. Children also learn about the different types of mountains.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes, rivers, rainforests and the water cycle; human geography: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, emergent layer, canopy, understorey, forest floor, biome, climate, deforestation, biodiversity. 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography: climate zones, biomes and vegetation belts, mountains and the water cycle; human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental
	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Discover the human and physical features of Lamma Island and the city of Hong Kong. The journey within Hong Kong enables students to learn about how modes of transport integrate with each other and reinforces a sense of scale. Be introduced to international migration, economic and forced, global and regional migration leading to multicultural cities. Find out about physical geographical hazards and 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Identify the key features of the UK coastline. (Landforms and habitats and settlements) Will find out how the sea and weather shape the coast. Understand the processes of deposition, transportation, and erosion. Explain why coastal habitats are important for wildlife. Describe possible impacts of climate change. Investigate the ways our local coastline is used by humans. Trade, fishing etc. Leisure and Tourism. Why are they 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> Understand how the migration and movement of people affect environments. Recognise and begin to explain that the UK is a multi-cultural society. Understand that the culture of the UK is always changing. Understand what is meant by migration. Learn about the circular economy and how can potentially help our ecosystems.

	<p>human environmental problems:</p> <ol style="list-style-type: none"> 1. Extreme weather 2. Waste management 3. Sea water and beach quality 4. Air pollution from traffic, <p>Will learn about the variety of ways Londoners use public space and public transport and compare that to Cornwall. Including Cross country rail airports, the channel tunnel, the underground.</p> <ul style="list-style-type: none"> • Gain an understanding of where Australians have come from, the term 'migration', the indigenous or Aboriginal population and culture and consider why most people choose to live in coastal areas. • Learn the definitions of 'rural' and 'urban' areas and compare the daily lives of Australian children living in rural and urban areas. • Also learn about Surfers against Sewage and how humans pollute the seas and what we can do to help (Ocean Conservation Trust). 	<p>important to our daily lives?</p> <ul style="list-style-type: none"> • Explore possible impacts, erosion, litter, development, access, protection. • Name and describe different methods of protecting the coast. • Describe how people help and harm coastal habitats. • Name and describe sustainable lifestyle choices. • Understand that ice and snow can create many different features. • Recognise that the amount of ice changes with the seasons. • Understand that during the summer there is constant daylight and, in the winter, constant darkness. • What the temperature is like at the South Pole. • Learn to describe and understand key aspects of 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 in the context of rivers. • Identify indigenous peoples of the times • Understand the threats to the Earth's biomes and that they are serious and urgent. 	<ul style="list-style-type: none"> • Learn about how their actions -however small - can make an impact- Empowerment, Agency. • Understand how political unrest can affect a nation's economy and development • Describe the negative impact a poor economy can have on a nation's people. • Describe some basic facts about the history and politics of South Africa. • Describe and understand trade links, and how and why trade has become increasingly 'global'. • Know how trade connects different countries and their populations. • Learn how trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries. • Investigate Fairtrade, and how global trade affects the lives of workers in less economically developed countries.
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	KS1	LKS2	UKS2
Geographical Skills and Fieldwork	<p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p>	<p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p>	<p>KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>
	<p>Children can:</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • use simple compass directions and locational and directional to describe the location of features and routes on a map; • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of the surrounding area, 	<p>Children can:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, 	<p>Children can:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

	<p>including key human and physical features, using a range of methods;</p> <ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<ul style="list-style-type: none"> • use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph
	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Undertake a beach clean, identify and discuss the different types of waste they have found. Surfers against sewage. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Understand how the organisation ShelterBox help those who are victims of earthquakes, volcanic eruptions, and other humanitarian disasters? • Discover how humans around the world affect the polar environments and why are the icecaps melting. • Go on a fieldtrip to The Eden Project. 	<p>St. Agnes curriculum:</p> <p>In addition, children will:</p> <ul style="list-style-type: none"> • Market and sell their product. Contact local businesses and look at product placement. • Investigate and contact local businesses that champion sustainability. (Use school links to Circularandco, SAS, Finisterre). • Investigate what challenges are facing the UK today. • Investigate what the UK might look like in the future? • Understand how images can be used to convey meanings about people and places. • Understand how bias affects our judgement and opinions. • Understand that the veracity of their sources is important.