GEOGRAPHY

Curriculum Map

Skills and Knowledge Progression

We align our topics and units of study with the National Curriculum; however, we enrich our provision with The Collins Primary Connected Geography scheme of work and Oakfield's learning experiences that enable pupils to enjoy learning for life.

By the end of Key Stage 2, …

Pupils should be taught to:

Locational Knowledge	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	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	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	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.
Vocabulary	Pupils will be introduced to and encouraged to use specialist technical language which will be given to them at the start of a lesson or topic.
End Points	End points for lessons will be shared with pupils and they will be encouraged to self-assess against differentiated success criteria.

	Year 3	Year 4	Year 5	Year 6
Topics Studied **GEOGRAPHICAL, MAPWORK AND FIELDWORK SKILLS** **PROGRESSION OF SUBJECT OUTCOMES/ APPLICATION OF SKILLS AND KNOWLEDGE**	How and why my local area is changing. During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • **Identify**, **describe** and give **reasons** for why environments change; • **Explain** with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; • **Observe**, **record** and **explain** changes that have occurred in the past to the school and its grounds and its immediate environment; • Use a desk mat map of the school ground- one of an aerial photograph and the other a road map showing the position of the school. Locate their home and route to school. Match local landmarks from aerial to road map. • **Identify**, **describe** and **explain** how an aspect of life in the local area has changed over a long	Why do some earthquakes cause more damage? During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • **Locate** and **describe** the effects of the Christchurch earthquake of 2011 from a range of sources; • Using Globe/world map locate NZ &Christchurch. Identify the continents/oceans, latitude and longitude. Political map of Oceania. • Photographs of NZ/devastation from earthquake. Observe record & interpret devastation. • **Observe** and **record** the distribution of earthquakes in New Zealand over the past two hundred years; • Use tables of data to interpret and project outcomes/ pattern of distribution. • Compile own thematic/distribution map of NZ/earthquakes. • **Identify**, **describe** and **explain** the causes of earthquakes; • Using world map/atlas to find plates/faults/earthquake zones.	How do volcanoes affect the lives of people living on Hiemay? During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • **Identify**, **recognise** and **describe**, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; • Using terrestrial and aerial photographs identify key features of a volcanic environment. • Draw a labelled sketch/diagram of how a volcano forms. • Using a world map of the distribution of earthquakes and volcanoes and a physical map identify where Sathor lives. • **Identify**, **describe** and **compare and contrast** the countries of Europe; • Political map- investigating the capital cities and population data. • Present data graphically and to scale to show capital city populations.	What is a river? During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: • To label on a world map the continents, oceans, longitude and latitude. • To identify areas where two oceans meet using the Cape Horn as an example. Watch a video which shows the different colours of the meeting oceans due to the salt content and temperature. • Look at the prime Meridien and pictures of it going through a school playground in Greenwich. Identify the International dateline on a world map and see that it is not a straight line as does not go through but around countries. • Using a political map of South America, identify the 6 capital cities and make judgements as to why they are in that position. (All on rivers/coast).

	period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual; • Demonstrate **understanding** of how the quality of the environment may change within the local area and make **judgements** to **explain observations**;	• Create labelled sketches/diagrams of the movement of Pacific and Indo-Australian plates. Power point presentations. • Make a model of the above out of cardboard, paper plates and with sound. • **Describe** and **explain** why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; • **Understand** through **explanation** and **reaching conclusions** why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; • World map/Atlas of South America-satellite,aerial and terrestrial images –observe and interpret images of destructionin Haiti and Chile. • **Further map work links** World map skills. Latitude and Longitude: PowerPoint World Maps\Lesson-2---Long-and-Lat.pptx Activity, Battleships World Maps\Lesson-2---Battle-ships-map.pdf	• **Recognise**, **describe** and **explain** the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular**;** • **Compare and contrast**, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; • Labelled diagram /key features e.g. geysers, fishing ports, glaciers, geothermal power stations, puffin colonies, fjords etc • **Explain** and reach a **judgement**, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; • Present features/compare and contrast geographical features of Fetcham area and Hiemay in a Venn diagram. • Using Historical maps showing Vikings expeditions, wind speed data and climate graphs, interpret and evaluate the reasons for so few trees. • **Explain** how volcanoes form, **observe** the global pattern of volcanoes correctly and suggest plausible geographical **reasons** for this distribution;	• Understand a relief map of South America and the position of the Amazon basin. • Locate the rainforest belts on a world map. Find the city of Manaus and the stadium that was built in the middle of a rainforest to bring prosperity and trade to this area (Olympics). Write a letter to the editor of the local paper complaining how the stadium is now deserted, no money, no trade or prosperity to this area. • Research what is a rainforest and the types of animals that can be found in this region. Watch a video on this subject. • Locate the Nile Delta and the Amazon river. • **Identify** and **describe** how physical features of rivers change from source to mouth; • Offer **reasons** to **explain** why the course of a river changes as it flows from higher to lower ground; • Use OS maps, aerial photographs and GIS to **recognise**, **describe**, **compare and contrast** and **explain** how physical features change along the course of a river; • **Identify** and **describe** the features of river estuaries and **explain** why they are such important ecosystems for wildlife;

				• Create a Power App –mobile presentation of the animals found along the Amazon river and its tributaries. • Write a non-chronological report about the Jaguar Tribe who live along the banks of the Amazon. • **Describe** the components of the hydrological or water cycle and **explain** the important role that rivers play; • **Understand** the effects of deforestation and why is it happening. (the effect on local and global resources). • **Recognise**, **describe** and **explain** the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and **evaluate** the evidence and **make a judgement** about the causes of its sudden decline and closure; • **Use** satellite and aerial photographs of the area as well as an OS map to help make these judgements.. Use 6 figure grid references.
	Why do so many people in the world live in megacities? • **Observe** and **describe** the key features of cities and suggest **reasons** for why people live in cities of such high density; • Using a variety of different sources including globe, atlas- physical and human. Use of map symbols and keys.	How did the arrival of the Romans change Britain? (History topic-map work linked) 4 figure grid skills. Use PPT: 4 Fig Grid Skills\Lesson-3---4-figure-grid-references.pptx Resources: Then pupils to use worksheets: 4 Fig Grid Skills\4 fig mild spicy.docx SEN worksheet: 4 Fig Grid Skills\Forres grid reference.doc Using letters and Numbers Pupils to explore local OS map Leatherhead and surrounding areas. OS map Cobham Leatherhead.pptx	How is climate change affecting the world? • **Identify**, **describe** and **explain** why communities in The Gambia are being affected by changes in weather patterns associated with climate change and **evaluate** the impact on people; • Recording observations from aerial and terrestrial photographs. Interpreting map work – Gambia/West	Why are mountains so important? • **Recognise**, **identify** and **explain** what geographers define as mountains and **understand** how this can lead to disagreements; • **Identify**, **locate** and **describe** the location of the largest ranges

	• **Describe** and begin to **explain** the distribution of megacities across the continents of the world; • Interpreting and evaluating a distribution map. To complete a density of population table of data. • **Explain** some of the **reasons** why Baghdad was the first city in the world with a million inhabitants; • Comparison of ancient map and contemporary map of the city. • **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the country; • Draw a histogram or bar chart from a set of data. Interpret and evaluate. • **Understand** the main **reasons** why the population of any city can increase and **explain** why Milton Keynes in particular is the fastest-growing city in the United Kingdom; • **Recognise** and **locate** the largest cities in South America; • Political map of South America- label countries and capital cities. Find countries that are landlocked. • Using the scale line, workout the dimensions of the continent, using N, S, E and W.	Pupils to find evidence of Romans on our local area. Stane Street near Headley, Villa remains at Ashstead. Outdoor Learning: Pupils to navigate along Stane Street from Tyrrells's Wood to Mickleham Downs What did the Vikings want in Britain and how did Alfred help to stop them getting it? (Map work linkto History topic) OS symbols and 4 fig Grid references map skills . Learning Map symbols: use PPT 4 Fig Grid Skills\Lesson-5---Map-Symbols.pptx then play what is Stephen running from? 4 Fig Grid Skills\Lesson-5---Story-and-table.doc Or learn symbols worksheet: 4 Fig Grid Skills\Lesson-5---Symbols-Worksheet.doc Play Symbols flash card game; Show cards, children to guess the symbol then use key to find out actual meaning. 4 Fig Grid Skills\25k-map-symbol-flashcards.pdf Symbols reference cards: 4 Fig Grid Skills\OS Explorer-25k-Legend- map symbols.pdf or 4 Fig Grid Skills\OS Landranger-50k-Legend-map symbols.pdf Recap 4 fig grid skills: 4 Fig Grid Skills\4 figure grid references (new).ppt Activities: 4 Fig Grid Skills\Four-and-Six Figure Grid References Worksheet (Challenge).doc and or 4 Fig Grid Skills\4 fig with map symbols.docx Plenary or fun activity: Symbol bingo: 4 Fig Grid Skills\Map Skills Lesson 4 Symbols Bingo Activity.doc European Geography. Viking Invasion: Locate Scandinavia and plot route of the Vikings. World Maps\[History] Viking Invasions.pdf Then use Google maps: To locate Holy Island Lindisfarne.	Africa/countries. Observations of agriculture/features in photographs. Analysing images and evaluate why Elhaji is working in Banjul. • **Evaluate** a range of evidence, reach a **conclusion** and make **judgements** as to the impact on people of changing weather patterns in Victoria in Southeast Australia; • Complete map of Australia labelling the different states. Label Kerslake in Victoria and surrounding areas on a larger scale map. Add areas of recent bush fires and key. • Interpret maps showing incidence of bush fires in Victoria. Evaluate photographs of area after Black Saturday Feb 2009. • Draw a line graph and a histogram to show the correlation between rising temperatures and increased number of bush fires. • **Understand** why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make **judgements** about what should be included in them; • Ordnance survey map work. Using the key and symbols use 6 figure reference grids to locate places. • By looking at the OS map for the area, understand why the settlement of Shawcross grew up where it did. • Investigate the human features of Shawcross especially the train links. Find the embankment/seawall which runs alongside the main railway line –	of mountains in the world and the countries that they cover; • Use a world relief map to locate these ranges. • **Explain** how the movement of plates of the Earth's crust can form ranges of fold mountains; • **Reflect** upon, **evaluate** evidence and reach a **conclusion** and **judgement** regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; • Demonstrate that they **understand** how fossils form and can **explain** why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; • **To reach conclusions** as to why Mount Everest has become a tourist attraction.

	• **Describe** and offer **reasons** for the features of the city of Brasília, capital of Brazil; • **Explain** and **conclude** why the Brazilian government built a new capital city in 1960; • **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant; • **Identify, describe** and **explain** some of the main geographical features of one of the top 40 megacities in the world.	https://www.google.com/maps/place/Holy+Island/@56.1248353,-1.3193503,638019m/data=!3m1!1e3!4m5!3m4!1s0x48874d12b7ff212d:0x6b907625500c6583!8m2!3d55.6807718!4d-1.800859 Look for evidence of Vikings Town names. Use Jorvik centre website for information: https://www.jorvikvikingcentre.co.uk/the-vikings/viking-place-names/ VIKING PLACE NAMES • -thorpe: secondary settlement (but in the Midlands could by Old English Throp meaning settlement). Example Copmanthorpe • -thwaite: originally thveit, woodland clearing. Example Slaithwaite (Huddersfield) • -toft: site of a house or building. Example Lowestoft, Langtoft • -keld: spring. Example Threkeld • -ness: promontory or headland. Note: Sheerness is Old English; Inverness is Gaelic (meaning mouth), Skegness is Old Norse • -by: farmstead, village, settlement. Example Selby, Whitby • -kirk: originally kirkja, meaning church. Example Ormskirk Then pupils to use Google maps to find evidence of a category. How can we live more sustainably? • **Describe** and **explain** using examples what living sustainably means; • Observation/interpretation of aerial /terrestrial photographs. • **Identify**, **describe** and **explain** the differences between renewable and non-renewable resources; • Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to **identify**	how does this protect the infrastructure of the town from flooding and high tides. • **Reflect** upon and **evaluate** different viewpoints and reach a personal **judgement** about the implications of changing weather patterns on the people of Greenland; • **Identify**, **describe**, **compare and contrast** and **explain** how global warming is affecting weather patterns around the world and evaluate its impact in different places; • **Understand** how and why countries around the world have acted to reduce global warming and reach a **judgement** about how effective this might be; • **Understand** how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions;	

		and **explain** priorities to help the school become more sustainable; • Observe/record/present data for Action Plan. • **Understand** in basic terms how solar panels and wind turbines generate electricity; • **Identify**, **describe** and offer **reasons** for how sources of energy used to make electricity in the United Kingdom are changing; • Use data to draw own pie chart and interpret./evaluate • **Explain** how electricity is generated in hydroelectric power stations; • **Understand** why creating new habitats for birds are good examples of sustainable development; • Labelled sketch of landscape/description of settlement. Use aerial photographs/View in Google Earth/using scale. **Describe**, **observe**, **explain** and make a **judgement** as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; Using terrestrial images of Nepal- identify, describe, compare this area to where the children live. Use physical geography photographs to find and label key features of mountains, valleys, rivers, gorges, terraces and forest. **Further map work skills** Look at website: http://www.ssfindex.com/ssi2016/maps2016/indicator13-16-2016/StatPlanet.html Pupils can explore regions that use most energy , then look at Europe and compare		

		countries that have the most renewable energy. Look at : http://www.ssfindex.com/ssi2016/maps2016/indicator1-3-2016/StatPlanet.html Find countries where there is insufficient food and safe drink water.		
	Why are jungles so wet and deserts so dry? • **Observe**, **describe** and **explain** in basic terms the pattern of climate in the United Kingdom; • UK political and thematic map showing average rainfall- interpret and fill in table. Repeat using different map for temperatures. • Interpret maps showing prevailing wind direction/ average rainfall. Reasons for this. Compare with a human map/where they areas/ live/their climate. • **Identify, describe** and begin to offer **reasons** for the distribution of different types of climate around the world; • Climate zone maps/ table of number of countries/world physical map-use to fill in a table. • **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world; • Match climate graphs with information of that climate. • Match climate graphs to climate station data. • **Construct** a climate graph from temperature and rainfall data for	Beyond the Magic Kingdom • **Identify**, **describe** and **explain** the function and attraction of theme parks around the world and in particular the *Magic Kingdom* in Florida; • Using a physical map of the park, plan a route around visiting certain areas and features. Use the points of a compass. • **Identify**, **locate**, **compare and contrast** the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida; • Using a world map identify the 7continents and 5 oceans. Make a list of the other countries, in addition to the USA, that make up the continent of North America. Spend some time with the two maps and discuss any queries the pupils may have. For example, Greenland being named with Denmark in brackets below it (Greenland is a territory of the Kingdom of Denmark. • Find the 50 states of USA on a world map. • Using a time zone map, to measure and interpret the zones and predict times.	Local Study of Fetcham and Leatherhead and compare and contrast with Littlehampton, Sussex. To carry out a town survey of Leatherhead. Identify the River Mole flowing through Leatherhead on a map as a reference point and Oakfield school. Show the route taken to walk into the town. Identify key features along their journey including the floodplain, fire station, bridge, water station, leisure centre, train station and using a key, add these to a map. • Carry out a survey of residential and business premises along the high street. Collate the types of shops found and group them. Present as a bar chart. • Carry out a traffic survey of the number and types of cars travelling through the town during a 15 minute window. • Present as a bar chart. • Using a local OS Landranger map 187. Use 6 figure grid references to locate settlements and physical geography. Use the OS key to find the correct symbols of these features. Create their own 6 figure grid references. • Day trip to Weald and Downland Museum site. Using the 8 points of a compass and key features, follow a route around the grounds. Use a OS map of the local area to identify local physical geography.	Who are Britain's National parks for? • **Identify**, **locate**, **describe** and **explain** the distribution of the 15 National Parks in the UK; • **Observe** and **record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces'; • **Recognise** those other special qualities of National Parks which are referred to as 'cultural heritage' and **reflect** on the importance of their own cultural heritage in the context of this; • **Recognise**, **describe** and **explain** how National Parks actively encourage visitors to enjoy and learn about what makes them special; • **Identify**, **describe** and, through **observation**, (residential to Swangae and surrounding areas), **offer reasons** for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, **evaluate** the reflections of others and reach a **judgement** about its purpose; • **Understand** who looks after National Parks in the UK and

	their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements**; • **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there; • World map/Globe identify South America and Brazil. • Biome map of South America showing rivers-Amazon-Source/mouth/tributaries/find. • **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; • Label a sketch/diagram.	• **Observe**, **describe**, **explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world; • Construct a choropleth map showing the distribution of visitors from around the world to the magic kingdom. • **Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world; • Using world/satellite maps identify the 5 larger peninsulas than Florida. • **Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location; • Satellite, aerial and terrestrials photographs for interpreting/evaluating physical features of Florida. • Globe/digital online map/globe to see rotation speeds of equator(Florida) and northern / southern hemisphere. • **Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future; • **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours;	• Identify Littlehampton on a map of the United Kingdom. Label oceans and seas: major cities including capital cities. • Use 6 figure grid references to find the places that we will be visiting and any important features such as the beach, estuary and river. • Look at a geological map of the area. • Draw labelled sketches of the river, estuary and beaches. • Sand sampling on beach for plastic/rubbish/content and to estimate the number of microplastics. Using one metre square/sieves of varying sizes-**observe, measure, record, present, interpret and evaluate** their group findings. What do these results tell them about the currents/ waste/pollution? How trustworthy are their methods and results. • Present findings in a **Pie Chart.** • Carry out the business/residential survey of the town and also a car survey as carried out in Leatherhead) • On return to school after the trip, compare and contrast the town surveys including the purpose of the buildings found along the high street and the traffic surveys. Make a judgement as to the type of area, people who live there or visit this area – the purpose of the town and why it grew up there. • Compare the traffic, types of roads and number of roads within an area. Evaluate the impact of the tourists and	**reflect** upon and **evaluate** the importance of the jobs that people do; • Locate and describe the geographical features of an American National park and explain why it has received designation. (Link to Native Americans).

		• Bar and line graph work. Predict/interpret. • Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida; • **Identify**, **describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage; **Locate**, **describe and explain** why the Everglades are a National Park. **Further map work skills** Understanding compass points. World Maps\Compass Directions Presentation.ppt Explain how a compass works, and model how to explain the bearing of one place to another World Maps\Maptown Zoo Activity Sheet.pdf World Maps\Escape from Maptown Zoo Activity Sheet.pdf Or World Maps\compass points activity route sheet.pdf SEN 4 cardinal points: World Maps\compass directs easy.pdf Activity, locate American cities based up compass points bearings. Using 8 cardinal points World Maps\north american cities and compass points.pdf Google maps: Pupils to find key physical and human landmarks using google maps. Then plot locations on blank Florida map. Miami, Tampa, Orlando, Jacksonville , Tallahassee (State capital)	visitors to Littlehampton have on these roads. How important is tourism to their livelihoods. What types of jobs do their parents do? • Using the aerial map of the Weald and Downland Museum find the uses of buildings by using the key. Plot routes and answer various questions using the key.	

ENRICHMENT ACTIVITIES **RESIDENTIALS WORKSHOPS/DAY TRIPS** (including GEOGRAPHICAL SKILLS & MAP & FIELD WORK SKILLS).	**Overnight stay/activities within the school's ground** Orienteering within the school grounds. Using **terrestrial photographs** and **points of a compass**, to follow instructions and navigate around the school grounds. Use **four figure grid references and eight points of a compass** to navigate a route around the school grounds. Estimate the **straight line distance using a scale line.** Estimate the area of the MUGA/field area. **Nower Wood, Headley, Surrey.** OS Map Orienteering Fill in a map to show the different land use – colour coded sheet-mature, meadowland, young areas-using trees to help make judgements. Observe the weather and recorded. Look at cloud types. Different leaves –leaf treasure hunt Temperature- use a thermometer. Record on a grid. Measure wind speed and direction with an anemometer. Use an eight point compass-blow bubbles and use a compass to work out wind direction.	The Everglades, Florida Keys and Key West, Kissimmee State park, Cape Canaveral and the Kennedy Space Centre, Disney world. World Maps\blank Florida map.pptx **High Ashurst Activity Centre** Walk up and around Headley Heath looking at the local surroundings. Matching what the children observe with their OS map. Use **OS map** to look at the **contour lines**-spacing-and understand the closer the lines the steeper the hill. Find the place, building or **geographical feature** shown as a symbol on the map. Use **four figure grid references** to find places, building and geographical features.	**High Ashurst Activity Centre** Team building exercises on obstacles, Archery ,Fire making skills, Rock climbing, High ropes obstacle course, Night hike, Camp fire with singing.	**Swanage Residential** Geography focus Through the application of skills and processes our children will learn about and observe the following: **Apply their knowledge** of Concordant and Discordant coastlines **to reach a conclusion** on the shape of the coastline. To use the **eight points of the compass** and **estimate heights and slope using contour lines.** Take part in a workshop-Investigate the Jurassic coastline and the process of fossilization. **Apply their knowledge** of the formation of sedimentary rocks **conclude** how fossils are formed. Investigation of soft and hard rocks **Apply their knowledge and understanding** of the properties of local rocks and **discordant coastlines** to **explain** the formation of **headlands, bays, arches, stacks and stumps.** Visit Lulworth Cove and Durdle Door to observe these geographical features. Visit Burial Mounds- link to Iron Age topic. Meadowlands-talk led by Wardens-**erosion and collapse of clifts**-reasons for the collapse and **protection of meadows- what is a meadow.**