



## Tonwell St Mary's School Curriculum Overview of Intent for Geography

### **Overall aims:**

We aim to inspire all of our children have a life-long curiosity and respect for the world and its people. We aim to develop children's understanding regarding both the human and natural aspects of the world, developing their knowledge of diverse places, people and environments. We intend for our children to leave the school with a range of geographical knowledge and skills, which can be transferred into other curriculum areas, as well as later in life. This includes but is not limited to; a secure knowledge of maps skills, a secure understanding of location, including their location within the world as well as the British Isles and of course, asking and answering questions about the world around them. We believe that a secure geographical knowledge and understand is key for academic success, but also key to promote spiritual, moral, social and cultural development.

### **Our unique context:**

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for Geography in the following ways:

In Early Years, we begin by considering the child's home and local environment, including simple map skills and exploring the village of Tonwell. Children also consider the wider world through harvest and holiday topics. In Key Stage 1, we learn to name, locate and identify the characteristics of the seven continents and five oceans, and learn about their human and physical features. In Key Stage 2, children study a UK based and wider world-based topic each year and revisit geographical skills annually. Our Forest School is utilised to support geographical learning, particularly with first-hand observation. In all year groups we ensure that we utilise the rich opportunities provided in our location area by exploring the transport in our local area in the Early Years, looking at what Tonwell is like compared to England and the UK in KS1 and looking at various changes over time in our local area in KS2. Due to our close links with Thundridge JMI and the local church, our KS2 children also take part in a project where they use their geographical knowledge to plan a route a circular route to one of the sites, which they then complete the following week.

Due to our setting being a smaller than average primary school and many of our children not experiencing the world outside of their immediate locality, staff aim to share their own experiences and provide as much knowledge of the outside world as possible. We visit the beach biannually, providing children with new experiences which allow them to make human and physical comparisons between their local area and a contrasting area in the UK. On each year we do not visit the beach, we set up an orienteering day on our site, which allows children to immerse themselves into various aspects of fieldwork and again, notice and compare physical and human features of our local area.

	Autumn Term		Spring Term		Summer Term	
<b>EYFS Years A &amp; B</b>	<b>This is me.</b> What happens during harvest? Where do fruit and vegetables come from? What do I buy in the supermarket?	<b>Celebrations.</b> Where are different festivals celebrated? How can I deliver Christmas greetings to everyone in Tonwell village? What journey did Mary and Joseph	<b>Ticket to ride.</b> Where do I live and where is our school? How can I travel? Where could I travel to? Where in the world do people go on holiday? Where in the world did my parents/grandparents travel to?	<b>Come outside.</b> What is the weather like/seasons? What minibeasts are around the world? Can I create my own farm map?	<b>Traditional Tales.</b> Where have traditional tales come from? Are they the same or different in other countries?	<b>When I Grow Up.</b> Where would I like to travel to when I grow up?



		go on? Fieldwork: Autumn walk.	Fieldwork: Walk around our local area.	What can I do to help my world? Fieldwork: recording the weather, minibeast hunts.		
	Near, far, shops, supermarket, local, farm, plant, animal, packet, factory, delivered, fruit, vegetables , harvest.	Country, festival, same, different, celebrate, deliver, map, local area, travel.	Transport, car, bus, plane, helicopter, train, bike, scooter, walk, travel, ticket, holiday, world, distance, Tonwell, near, far.	Weather, seasons, minibeast, country, different, same, sustainability.	Traditional, tales, different, same, countries, (traditional tales key vocab once texts are confirmed).	World, map, travel, country, continent, transport.



	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>					
KS1 Year A			<b>How is the UK different to the North Pole?</b>	<b>Where does our food come from?</b>		<b>Where are the seas and oceans? (7 continents)</b>
			World map, countries, travel, similarity, difference, contrast, human, physical features, region, North Pole, South pole, arctic, northern hemisphere, climate, population.	Continent, country, globe, crops, plants, animals, produce, fair trade, distance, transportation, fossil fuels, city, town, village, factory, farm, shop		Sea, ocean, coast, beach, cliff, coral, glacier, shore, waves, sea creatures, land, warm and cold water, human and physical features, marine, harbour, port.
KS1 Year B	<b>Can you make a picture map of the school grounds? (around our school unit).</b>		<b>What is it like where we live? (London link to the Great Fire of London).</b>		<b>What animals are found in Africa? (Comparison to the UK)</b>	
	Map, plan, aerial, above, grid, symbols, bird-eye, village, town, county, country, watertower, public house, pub, near, far, place of worship, bus stop, car park, block of flats, bungalow,		Village, town, city, country, continent, world, London, capital city, United Kingdom, similarities, differences, hill, river, north, south, east, west.		Habitat, human and physical features, continent, country, world map, globe, similarities, differences.	



	detached, semi-detached, house, population, fieldwork, city, town, village. Fieldwork: a walk around our local area.		Fieldwork: observing and recording the weather.			
--	---	--	---	--	--	--



KS2 Year A	<b>Where is the longest mountain range in the world?</b>		<b>What makes volcanoes erupt?</b>		<b>What are the similarities and differences between the UK and Scandinavia?</b>	
	Mountain, map, globe, longest, hill, Andes, South America, human and physical features.		World map, globe, continent, country, region, volcano, crater, cone, vent, eruption, 'Ring of Fire', lave, molten, ash plume, pressure, active, dormant,		Europe, population, crop, climate, human and physical features, similarities, differences.	



		extinct, advantages, disadvantages, social, environmental, economic, fertile	
KS2 Year B	<b>How did the Romans shape our local roads?</b>	<b>Why are there Earthquakes in North America?</b>	<b>How does the water go round and round?</b>
	map, United Kingdom, OS map, aerial view, fieldwork, digital technologies, symbols	World map, globe, continent, country, region, tectonic plates, tsunami, advantages, disadvantages, social, environmental, economic.	Sea, ocean, water cycle, reservoir, river, stream, source, precipitation, sources, mouth, river basin, tributary, estuary, meander, upstream, downstream, erosion, transportation.
KS2 Year C	<b>How does life by the River Thames compare to life by the River Nile?</b>	<b>What is life like in the Amazon?</b>	<b>What are the similarities and differences between England and Greece?</b>
	Map, United Kingdom, river, source, mouth, river basin, river, stream, source, precipitation, sources, mouth, tributary, estuary, meander, upstream, downstream, erosion, transportation	World map, globe, continent, country, region, longitude, latitude, tropic of Capricorn, tropic of Cancer, N,S,E,W, river, river basin, source, mouth, equator, vegetation, settlement, tropical, Amazon basin, natural resources , biome, compass.	Europe, population, crop, climate, human and physical features
KS2 Year D	<b>What is the landscape of the USA like?</b>	<b>Are we damaging our world?</b>	<b>What affect did world war 1 or 2 have on our local area and how has it changed over time?</b>
	USA, landscape, biomes, map, globe, desert, coastline, frozen, plains, steppes. Hemispheres, time zone, Greenwich, Meantime, Prime, Meridian, human and physical features.  Note: this topic includes standalone lessons on hemispheres and time zones.	Climate zones, biomes, vegetation belts, climate change, damage, map, United Kingdom, sustainability, habitat, destruction, conservation, human/physical features, future, temperature.	Trade, Europe, immigration, World War, natural resources, distribution. Map, United Kingdom, OS map, aerial view, fieldwork, human/physical features, digital technologies, symbols, local, environment, 8 point compass, 6 figure grid references.





## Skills Ladder



The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Year group	Geographical skills and fieldwork	Map skills
Nursery/Reception	<ul style="list-style-type: none"> <li>Provide opportunities to observe and record the weather.</li> <li>Provide opportunities to observe changes in the natural world through exploration of the outside area e.g. using the forest school area to go on seasonal walks.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple directional language.</li> <li>Plot a route using a basic map.</li> <li>Create their own basic picture map of a familiar area.</li> <li>Explore locating us and other relevant places on a globe, e.g. South Africa for the big 5.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Know about the local area and locate some key landmarks using aerial photographs.</li> <li>Describe a journey on a map using simple compass directions and locational and directional language.</li> <li>Use and understand basic weather symbols</li> </ul>	<ul style="list-style-type: none"> <li>Use a world map, atlas, or a globe to recognise, name and locate some continents and oceans.</li> <li>Locate countries, continents and seas which have been taught during the topic with support.</li> <li>Use some appropriate language when talking about maps, globes, and atlases.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Know about the local area and locate some key landmarks in relation to the rest of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Locate countries, continents and seas which have been taught during the topic.</li> <li>Use some appropriate language when talking about maps, globes, and atlases.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Use fieldwork to observe the human and physical features of the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Use features of a map such as 8 compass points, 6 figure grid references and symbols to build knowledge of areas.</li> <li>Use a map to locate continents, countries, cities and seas which have been taught, e.g. The UK and its cities.</li> <li>Use a digital map, including the zoom function, to locate and gather information e.g. Sweden and its features (woodland, lakes, mountains).</li> <li>Use directional language and some grid references when talking about location.</li> </ul>





<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• In a group, carry out fieldwork in the local area selecting appropriate techniques e.g. record traffic on the A602</li> <li>• Use fieldwork to compare local human and physical features between the UK and Scandinavia.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate world, continent, country and city by using a map to locate key European countries and cities e.g. Russia and Moscow.</li> <li>• Give directions up to eight compass points.</li> <li>• Know and locate significant roads in England on a map and know and explain some key differences between some of our local roads e.g. (A602 and Ware Road).</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Use fieldwork to investigate key questions and begin to answer them e.g. what is our rainfall like and how can we reuse water?</li> <li>• Use fieldwork to help describe the differences between physical and human features of Tonwell/Ware/Hertford from 1940 to present day</li> </ul>	<ul style="list-style-type: none"> <li>• Know and locate key European countries and cities on a map e.g Russia, Moscow, and Saint Petersburg and North and South America on a map, relating this to the Northern and Southern Hemispheres and tropics of cancer and Capricorn.</li> <li>• Locate the Amazon on a map and relate this to the equator.</li> <li>• Locate the River Thames and River Nile on a map and use the map to describe and explain some basic facts about the rivers.</li> <li>• Explore and describe maps of the local area, using appropriate geographical vocabulary e.g. symbols, keys.</li> <li>• Know and locate some motorways, A roads and B roads in the UK.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, describe and record the environment and create a sketch map using symbols, a key and a scale.</li> <li>• Present information gathered in fieldwork in a variety of ways, including graphs and digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</li> <li>• Make sketch maps of the local area using symbols, a key and a scale.</li> </ul>

Geography Knowledge Ladder

	EYFS	Year 1/2	Year 3/4	Year 5/6
--	------	----------	----------	----------



<p><b>What happens during harvest?</b> <b>Where do fruit and vegetables come from?</b> <b>What do I buy in the supermarket?</b></p>	<p>Know that fruit and vegetables grow in the ground or on trees. Know the process of food coming from the field/tree to the supermarket.</p>			
<p><b>Where are different festivals celebrated?</b> <b>How can I deliver Christmas greetings to everyone in Tonwell village?</b></p>	<p>Know that different festivals are celebrated around the world. Explore some countries on the globe e.g., India for Diwali. Know some key features of Tonwell village e.g. the water tower, the road, housing. Know that we can use a map/create a map to plot our route around Tonwell.</p>			
<p><b>Where do I live? Where do I go to school?</b> <b>How can I travel? Where could I travel to?</b> <b>Where in the world do people go on holiday?</b> <b>Where in the world did my parents/grandparents travel to?</b></p>	<p>Know and locate where you live and our school on an aerial photograph/basic map. Know that we can travel using different modes of transport and that this might depend on how far we are travelling. Locate some places we have been to on the globe. Locate some places our parents/grandparents have been to and compare them to where we have been.</p>			
<p><b>What is the weather like/seasons?</b> <b>What minibeasts are</b></p>	<p>Know that there are 4 seasons and talk about some of their key</p>			



<p><b>around the world?</b> <b>Can I create my own farm map?</b></p>	<p>characteristics e.g. orange leaves falling in autumn, cold and frost in winter, flowers blooming in spring, sun and hot weather in summer.</p> <p>Know, observe, and describe habitats for minibeasts in this country (slug, worm, beetle etc.)</p> <p>Know and describe minibeasts found in different countries and locate on the globe.</p> <p>Revisit creating a map and what they are used for.</p>			
<p><b>Where have traditional tales come from?</b> <b>Are they the same or different in other countries?</b></p>	<p>Know that there a range of traditional tales around the world and locate the countries on a globe.</p> <p>Compare traditional tales from England to other countries.</p>			
<p><b>Where would I like to travel to when I grow up?</b></p>	<p>Revisit modes of transport and travel.</p> <p>Know that there are lots of different places we could travel to around the world.</p> <p>Locate different countries we may travel to on the globe.</p> <p>Know that we might need different items in our luggage to travel to different places.</p>			



<p><b>How is the UK different to the North Pole?</b></p>		<p>Know some human and physical features of Antarctica.</p> <p>Know seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Know the location of the UK and South Pole on world maps, atlases and globes.</p>	<p>Know the name and location of counties and cities of the UK.</p> <p>Know key topographical features of Antarctica and the UK.</p> <p>Know the position and significance of Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	
<p><b>Where does our food come from?</b></p>		<p>Know the name and location of the world's seven continents.</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Know the names of food that come from hot countries.</p> <p>Know why some food cannot be grown in the UK.</p>	<p>Know environmental regions of the world.</p> <p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Know key aspects of climate zones.</p>	
<p><b>Where are the seas and oceans?</b></p>		<p>Know the name and location of the world's five oceans.</p> <p>Know the names of seas around the UK.</p>	<p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	



		<p>Know the difference between a sea and an ocean.</p> <p>Know that an ocean is a large body of water.</p> <p>Know that the equator is the hottest part of the world and it relates to the Earth's orbit around the sun.</p>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	
<p><b>Can you make a picture map of the school grounds?</b></p>		<p>Know how to use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p>Know how to use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Know key features of a simple map; and use and construct basic symbols in a key.</p> <p>Know the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Know how to use the 8 points of a compass, 4- and 6- figure grid references, symbols and key to build knowledge of the local area.</p>	
<p><b>What is it like where we live?</b></p>		<p>Know some human and physical features of the UK.</p> <p>Know seasonal and daily weather patterns in the United Kingdom.</p> <p>Know how to use a world maps, atlases and globes to</p>	<p>Know the name and location of counties and cities of the UK.</p> <p>Know the difference between a town and a city.</p> <p>Know how physical and human features of the UK</p>	



		<p>identify the United Kingdom and its countries.</p> <p>Know our home address and understand that every house and street in our country has a postcode.</p> <p>Know that towns and countryside have similar and different geographical features.</p> <p>Know the term 'land use' and know some ways that land use is different in the countryside than in the local area.</p>	<p>have changed over time.</p>	
<p><b>What animals are found in Africa?</b></p>		<p>Know the human and physical geography of Africa.</p> <p>Know where Africa is located on a world map and its relation to the Equator and the North and South Poles.</p> <p>Know the key weather patterns for Africa.</p> <p>Know where wild animals are found in Africa.</p> <p>Know what life is like for people living in one part of Africa.</p>	<p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere when locating Africa on a world map.</p>	
<p><b>Where is the longest mountain range in the world?</b></p>		<p>Know where the Andes mountains are</p> <p>Know some physical features: valley, peak, foot</p> <p>Know some human uses of mountains for work or for fun</p>	<p>Know where the Andes mountains are/in Southern hemisphere</p> <p>Know some physical features of mountains: summit, peak, foot, face</p> <p>Know that the highest peak</p>	<p>Know key physical features of mountains, including: plateau, contour line, tectonic plates, altitude, climate</p> <p>Describe human uses of the mountains and explain positive and negative impact of these</p>



			<p>is Mount Aconcagua</p> <p>Know basic human uses of the mountains: farming, mining, tourism and basic impact of these</p>	<p>Explain basic ways mountain are formed (e.g. fold mountains)</p> <p>Know that mountains can be found around the world, including under the sea</p>
<p><b>What makes volcanoes erupt?</b></p>		<p>Know some physical features: eruption, lava</p> <p>Know simple reasons why a volcano can erupt (ground moving/lava beneath Earth's surface)</p> <p>Know some positive and negative impact of eruptions</p>	<p>Know some physical features of volcanoes: vent, sides, Earth's crust</p> <p>Give basic explanation for eruptions (Earth's crust moving)</p> <p>Know some social, economic and environmental impact of eruptions</p>	<p>Know key physical features of volcanoes, including: core, mantle, crust, magma, tectonic plates, dormant, active, Richter scale, vegetation, pressure, crater</p> <p>Know social, economic and environmental impact of eruptions (e.g. Iceland/St Helen's/La Palma Island)</p> <p>Know how countries predict, prepare and protect from volcano eruptions</p> <p>Explain how volcanoes erupt (tectonic plates moving/pressure building up)</p>
<p><b>What are the differences between the UK and Scandanavia?</b></p>		<p>Know names of countries that make up Scandinavia</p> <p>Describe differences in climate between UK and Scandinavia</p> <p>Know basic physical features of Sweden: woodland, lakes, mountains</p>	<p>Know names of countries and capital cities of Scandinavian countries</p> <p>Know which countries and seas border Sweden</p> <p>Compare the climate of the UK and Scandinavia</p> <p>Know the UK/Scandinavia are in the Northern Hemisphere</p> <p>Know basic facts about life in the region of Stockholm and why tourists go there</p>	<p>Know and understand the words: climate zone, Northern Lights, global warming, sustainability, polar ice caps, artic, tropics of Cancer and Capricorn</p> <p>Know some major cities in Sweden and make comparisons between the regions of Stockholm and London</p> <p>Know basic biomes of Sweden: woodland, grassland, tundra</p> <p>Know positive and negative impact of human activity on Sweden (e.g. tourism, global warming)</p>



				Describe climate zones Know about Prime/Greenwich Meridian and time zones, including daylight hours linked to UK and Scandinavia
<b>How did the Romans shape our roads?</b>			Know where some significant roads are in England (e.g. M25/M1/M11) Know differences between A602/Ware Road and where they are on maps (fieldwork: traffic investigation) Know that Romans built roads in our local area (Ermine Street)	Know what is meant by motorway, A road, B road Describe differences in A602/Ware Road and how road systems near the village have changed over time (fieldwork: traffic investigation) Know some of the features of Roman roads and describe how they have shaped our road system today
<b>Why are there earthquakes in North America?</b>			Know some physical features of earthquakes: Earth's crust, tectonic plate Give basic explanation for earthquakes (Earth's crust moving) Know some social, economic and environmental impact of earthquakes Know North America is in the Northern Hemisphere	Know key physical features of earthquakes, including: core, mantle, crust, seismometer, Richter scale, pressure Know social, economic and environmental impact of earthquakes (e.g. Haiti 2010, Boxing Day tsunami 2004) Know how countries predict, prepare and protect from earthquakes Explain how earthquakes happen and why they are more likely to happen in certain places on Earth (tectonic plates moving/pressure)
<b>How does the water go round and round?</b>			Know basic explanation of the water cycle, including: evaporation, condensation, river, sea, cloud, liquid, gas, river, mountain, coast, sea	Know main features of the water cycle, including: atmosphere, runoff, transpiration, precipitation, water sustainability, environment





			Explain some basic ways that people save water (fieldwork: rainfall and reusing water)	Explain ways that people save water using water conservation Know some features of aquatic biomes, including marine and freshwater (fieldwork: rainfall and reusing water)
<b>How does life by the River Thames compare to life by the River Nile?</b>			Know where the River Thames and River Nile are on a map and some basic facts about the rivers Know basic physical features of rivers: source, mountain, mouth, stream Know some basic land use by River Thames and River Nile making basic comparisons (fieldwork: local river visit)	Know physical features and human uses of rivers, including: erosion, meander, tributary, estuary, irrigation, agriculture, transport, trade Describe comparisons between the physical features and human land use of River Thames and River Nile (fieldwork: local river visit)
<b>What is life like in the Amazon?</b>			Know basic features of rainforest biome: climate, examples of plants and animals Know that the Amazon is close to the equator and what is special about climate near to the equator Describe basic human features and land use of the Amazonia region in Brazil: farming, settlements, transport	Know and understand words linked to rainforest biome: climate zone, biodiversity, sustainability, ecosystem, endangered, deforestation, fertilise Describe features of rainforest biomes and their relationship with the equator Describe human features and land use of the Amazonia region in Brazil: agriculture, settlements
<b>What are the similarities and difference between England and Greece?</b>			Know names of countries and capital cities of UK and Greece and know where they are on a map of Europe Begin to know countries	Know and understand the words: climate zone, Mediterranean Sea, global warming, bush fire, tropics of Cancer and Capricorn



			<p>that make up Europe including Russia</p> <p>Compare climate of UK and Greece</p> <p>Know UK/Greece are in the Northern Hemisphere</p> <p>Know basic facts about life in the island of Kefalonia and Isle of Wight</p>	<p>Know some major cities in Greece and make comparisons between the island of Kefalonia and the Isle of Wight</p> <p>Knows Russia is a part of Europe and can locate it on a map</p> <p>Know basic biomes of Greece: forest, woodland</p> <p>Know positive and negative impact of human activity on Greece (e.g. tourism, global warming)</p> <p>Describe climate zones Know about Prime/Greenwich Meridian and time zones, including daylight hours linked to UK and Scandinavia</p>
<p><b>What is the landscape of the USA like?</b></p>			<p>Know where the USA is on a world map and begin to locate the different states.</p> <p>Know basic facts about the landscape and biomes of the USA and how they impact people's lives (e.g. grassland, desert, forest, jobs, population)</p> <p>Know what the climate is like in the USA.</p>	<p>Know where the USA is on a world map and locate different states.</p> <p>Know and understand the words: climate zone, natural resource, industry, population, settlement, polar ice caps, artic, tropics of Cancer and Capricorn</p> <p>Know basic biomes of the USA: forest, grassland, desert</p> <p>Describe climate zones Know about Prime/Greenwich Meridian and time zones, including daylight hours linked to Russia</p> <p>Describe the landscape of the USA and how it impacts people's lives (e.g. where settlements are, industry)</p>



<p><b>Are we damaging our world?</b></p>			<p>Have a basic understanding of what climate change is          Understand and use the key words: weather patterns, average temperature and climate zone          Know and explain some signs of climate change: forest fire (Greece example), flood (UK example), polar ice caps melting (link to North Pole)          Describe some of the impacts of climate change (social, economic, environmental)          Describe some of the actions people can take to tackle climate change          Research the impact Greta has had on tackling climate change</p>	<p>Understand and describe what climate change is          Know and use the words: fossil fuel, greenhouse gas, deforestation and ozone layer          Explain the evidence of climate change and why it is happening          Know and explain some signs of climate change: extreme weather, rising sea levels, the affects on plants and animals          Describe some of the actions communities and large companies can take to tackle climate change</p>
<p><b>What affect did World War 1 or 2 have on our local area and how has it changed over time?</b></p>			<p>Know key countries on UK and European maps          Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)          Describe basic differences between physical and human features of Tonwell/Ware/Hertford from 1940 to present day (fieldwork: land use in Hertford)</p>	<p>Know key countries and their capital cities on UK and European maps          Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)          Describe differences between physical and human features of Tonwell/Ware/Hertford from 1940 to present day (fieldwork: land use in Hertford)</p>

