



## National Curriculum Subject Content

<p><b>KS1</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and North and South America. This will include the location of a range of the world’s most significant human and physical features. To enhance their locational and place knowledge</li> <li>• They should develop their use of geographical knowledge, understanding and skills</li> </ul>
<p><b>Pupils in KS1 should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>use basic geographical vocabulary to refer to:</p>	<p><b>Pupils in KS2 should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</li> </ul>

- 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**

- 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  
Geography – key stages 1 and 2 3
- 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.

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.

## Year 3

	<b>Extreme Earth - T2</b>	<b>Rainforests – T6</b>	<b>Themed weeks</b>
<p><b>Knowledge</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>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</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including volcanoes and earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>Re-cap knowledge of the seven continents of the world. Can locate key countries</li> <li>Know that the earth is made up of four parts, the crust, mantle, outer core and inner core</li> <li>Know that the earth's crust is broken up into huge areas called tectonic plates that float on top of the mantle. Plate boundaries are where tectonic plates meet</li> <li>Knows the location of volcanic regions of the world, including the ring of fire around the edge of the Pacific plate</li> <li>Know that volcanoes and earthquakes are formed by diverse types of movement of the Earth's tectonic plates</li> <li>Know that volcanoes erupt when magma rises to the surface of the earth. Inside the crater of the volcano there can be a plug. Pressure continues to build inside the volcano until it finally explodes</li> <li>Know that after each eruption, new layers of rock build up and the volcano builds in size</li> <li>Can name and label the main parts of the volcano including the crater, conduit (main vent), magma chamber and the eruption cloud</li> <li>Know the location of Mount St Helens. Identify both the physical</li> </ul>	<ul style="list-style-type: none"> <li>Know North and South America on a map of the world, and then identify temperate rainforests and tropical rainforests</li> <li>Know the physical features of temperate rainforests and tropical rainforests</li> <li>Can name each tropical rainforest layer, then describe the following for each layer: the climate, the amount of light in each layer, the animals found in each layer, the type of layers in each layer</li> <li>Know the similarities between tropical rainforests and the forests found in the United Kingdom</li> <li>Name 2 different rainforest animals, which layer of the tropical rainforest they live in and explain why</li> <li>Know what life in the Yanomami tribe is like including what their homes are like, what they eat, wear and do for fun</li> <li>Know the differences between life as part of the Yanomami tribe and life in the UK</li> <li>Know the impact humans have on rainforests – what they do humans do to rainforests, the effects, what we do to help protect the rainforests</li> <li>Know what trading is</li> </ul>	<p>Environmental week:</p> <ul style="list-style-type: none"> <li>Know why litter is bad for the environment</li> <li>Know why pollution is a problem</li> <li>Know the name of 5 distinct types of pollution</li> <li>Knowing what the 5 distinct types of pollution are with ability to explain each one</li> <li>Know why at least 5 distinct types of pollution are bad for the environment</li> <li>Know why recycling can help to stop pollution</li> <li>Know physical and human features of Bristol **</li> </ul> <p>British week:</p> <ul style="list-style-type: none"> <li>Know human and physical features of The Lake District **</li> </ul>

<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>and human impact of volcanic eruptions</li> <li>Know there are two methods for measuring the power of an earthquake 1) using a seismograph machine, which measures the power of an earthquake at its epicentre on a scale called the Richter scale or 2) Mercalli scale based on people's observations during an earthquake</li> <li>Know the location of Haiti and Japan</li> <li>Identify both the physical and human impact of an earthquake</li> <li>Know how to find specific information from an atlas (contents page, index, page numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Know which countries with rainforests trade with the UK</li> <li>Know what we use the products from rainforests for</li> <li>Know the positive and negative impacts of countries with rainforests trading with the United Kingdom</li> <li>Know some of the organisations that help to protect the worlds rainforest</li> </ul>	
<p><u>Cross-curricular links</u></p>	<p>English – write a newspaper report on either Mount St Helens volcanic eruption of the Haiti or Japanese earthquake **</p>		<p>English - Debate – is pollution a big deal?</p>
<p><u>Skills</u></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries</li> <li>Can 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</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas to locate key countries in the world and identify which continents they are in.</li> <li>Make comparisons between the location of where earthquakes occur to where volcanoes occur</li> <li>Research the physical and human impact of a volcanic eruption (St Helens)</li> <li>Research and make comparisons between the Haiti</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to identify which continents rainforests can be found in **</li> <li>Locate rainforests found within North and South America on maps whilst identifying which are temperate and which are tropical**</li> <li>Identify where the amazon rainforest is on a map</li> </ul>	<ul style="list-style-type: none"> <li>Litter pick in Nightingale Valley, recording the level of litter present in the woods – identify the litter, record items found, keep safe</li> <li>Find the given OS symbols on the map and write the 4-figure grid reference</li> <li>Use map skills to write OS map symbols in the correct place on a map of the school**</li> </ul>

<p>their knowledge of the UK and the wider world</p> <ul style="list-style-type: none"> <li>• Can use fieldwork to observe, measure and record</li> </ul>	<p>earthquake in 2010 and the Japan earthquake in 2011 **</p>		
<h2><u>Year 4</u></h2>			
	<h3>Europe - T2</h3>	<h3>Rivers and the local areas - T5</h3>	<h3>Themed weeks</h3>
<p><b>Knowledge</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• 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.</li> </ul> <p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Recap - Identify all 7 continents on a map – focusing on Europe</li> <li>• To recap and know the terms human and physical and the differences between them</li> <li>• To know can create a fact file including language(s) spoken and a human and physical characteristic for each.</li> <li>• Locate Italy, Switzerland, Netherlands, Sweden, Germany on a map of Europe</li> <li>• To know a human and physical characteristic and language spoken of 5 European countries</li> <li>• Locate where key cities are and other physical features: rivers and lakes in Europe</li> <li>• Use Google maps and Google Earth to identify human features of a city, town and village**</li> <li>• To know how the weather differs in the UK and Sweden</li> </ul>	<ul style="list-style-type: none"> <li>• Know the unique features of a river and can label these (Source, mouth, meander, flood plain, waterfall, tributary, valley)</li> <li>• I know the journey that a river takes</li> <li>• Know the similarities and differences between the river Nile and the River Severn</li> <li>• I can name human and physical aspects of the river Nile and River Severn</li> <li>• Know diverse ways in which humans can impact the environment</li> <li>• Know how humans can affect rivers both positively and negatively</li> <li>• Know how humans use land near to rivers</li> </ul>	<p>British Week:</p> <ul style="list-style-type: none"> <li>• Know how the local area could be made greener</li> <li>• Know how the local area has changed over time using maps to compare this **</li> </ul> <p>Environmental Week – Reduce, reuse, recycle (with a focus on coral reefs):</p> <ul style="list-style-type: none"> <li>• Know what the 5 Rs represent</li> <li>• Know the impact plastic has on the ocean and why it is negative</li> <li>• Know how we can reduce our plastic use</li> <li>• Know what coral reefs are and the importance of the habitat for animals</li> <li>• Know diverse ways coral can be damaged</li> <li>• Know why there is an exclusion zone in Monserrate</li> </ul>

<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including rivers and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To know how land is used differently across Germany</li> <li>To know differences between settlements in Germany</li> <li>To know which physical and human features have changed in Rome from ancient Rome to modern day</li> <li>To know what the terms import and export mean</li> <li>To know some of the places where the Netherlands imported different goods from during the Dutch East India Trade</li> <li>To know what each region of Switzerland is used for and why **</li> </ul>		
<p><u>Cross-curricular links</u></p>	<ul style="list-style-type: none"> <li>Create graphs to compare snowfall in UK and Sweden – maths</li> </ul>		<ul style="list-style-type: none"> <li>Create a questionnaire to find out about the local area</li> <li>Create bar charts to represent data collected – maths</li> </ul>
<p><u>Skills</u></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries</li> <li>Can use the eight points of a compass, four and six – figure grid references, symbols and</li> </ul>	<ul style="list-style-type: none"> <li>Use the atlas to locate on your maps where key cities are and other physical features: rivers and lakes in Europe</li> <li>Read a map of the school **</li> <li>Use Google maps and Google Earth to identify human features of a city, town and village **</li> </ul>	<ul style="list-style-type: none"> <li>Use the atlas to locate rivers and then draw onto a map of the UK</li> <li>River field trip at local river-measuring the speed of the river at two different points. Field sketch – sketch the river and the banks noticing plants on the riverbank/ animals that can be seen heard/ land use near the river/ evidence of human impact</li> </ul>	<p>British Week</p> <ul style="list-style-type: none"> <li>Conduct a walk around the local area and create a sketch map along the way.</li> <li>Use a compass to help create a sketch map of local area walk.</li> <li>Use maps to compare how the local area has changed over time **</li> </ul>

<p>key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</p> <ul style="list-style-type: none"> <li>• Can use fieldwork to observe, measure and record</li> </ul>	<ul style="list-style-type: none"> <li>• Use a key to label different areas of a map</li> <li>• Know how to use the index in an atlas to find certain pages, continents and countries</li> </ul>		<p>Environmental Week– Reduce, reuse, recycle (with a focus on coral reefs)</p> <ul style="list-style-type: none"> <li>• use google maps to search for Montserrat and explored it using the satellite images and the 3D rotate option</li> </ul>
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## Year 5

	<b>World on our Doorstep (Fairtrade) - T3 and 4</b>	<b>Landscape of India and a focus on mountain ranges - T5 and 6</b>	<b>Themed weeks</b>
<p><b>Knowledge</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• 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</li> </ul> <p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>• To know what food miles are</li> <li>• Know how and where cocoa is grown, and the stages involved in farming</li> <li>• Know what a living wage and living income are</li> <li>• Know how fair trade ensures a fair trade for banana farmers</li> <li>• Know how the selling price of a banana is split between the people who make it</li> <li>• Know what life is like for banana farmers</li> <li>• Know what is still needed to be done to create a fair-trade society</li> <li>• Know how to identify fairtrade products</li> <li>• Know how fair trade can prevent climate change and people suffering from climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify both physical and human features of India</li> <li>• Know that India is split up into different areas based on the landscapes: Himalayas, north India planes, Ganges River, that desert, central plateau, deccan plateau, eastern and western Ghats **</li> <li>• Know what climate zones and climate seasons are</li> <li>• Know that India only has 3 climate seasons: Summer season, rainy season and winter season</li> <li>• Know what a monsoon is</li> <li>• Know extreme climates that India is facing heat waves, desertification, cyclones, rising sea levels and monsoons and how these are affecting ideas</li> <li>• Know the 5 types of mountains: Fold Mountains: Fault-block Mountains,</li> </ul>	<p>British Week</p> <ul style="list-style-type: none"> <li>• Identify the different countries in GB, the UK and the British Isles **</li> <li>• Know the difference between the EU and Europe</li> <li>• Know what the commonwealth is</li> </ul> <p>Environmental Week – The impact of climate change</p> <ul style="list-style-type: none"> <li>• Know what climate change is</li> <li>• Understand the difference between weather and climate</li> <li>• Know who Greta Thunberg is and what she has done to raise awareness of environmental issues and specifically climate change</li> <li>• Understand how humans can help slow down climate change **</li> </ul>

<ul style="list-style-type: none"> <li>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 county</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, rivers, mountains</li> </ul> <p>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</p>		<p>Dome Mountains, Volcanic Mountains, Plateau Mountains</p> <ul style="list-style-type: none"> <li>Know the key features of a mountain</li> <li>Know the features of mount Everest, Facts about it, The dangers and the impact on the environment and local area</li> <li>Know what life in the Thar desert is like</li> <li>Know that India is made up of different states</li> <li>Know some key information about one of India's main cities</li> <li>Know which elements can contribute to poor/rich divides in cities</li> <li>Know what life is like for a rich and poor person in a main Indian city</li> </ul>	
<p><u>Cross-curricular links</u></p>			
<p><u>Skills</u></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six – figure grid references, symbols and key (including the use of Ordnance Survey maps) to</li> </ul>	<ul style="list-style-type: none"> <li>To label continents on world map</li> <li>To use atlases to find countries and name which fairtrade products come from those countries **</li> </ul>	<ul style="list-style-type: none"> <li>Find India on a map/ in an atlas</li> <li>Label maps of India with major cities, landmarks, mountains and rivers</li> <li>On a map use assorted colours and a key to identify and highlight the six different climate zones in India</li> <li>draw an accurate mountain and label its features using geographical terminology</li> </ul>	<p>Environmental Week – The impact of climate change</p> <ul style="list-style-type: none"> <li>Locate places that climate change is influencing on a map</li> </ul>



<p>build their knowledge of the UK and the wider world Use fieldwork to observe, measure and record</p>			
<p><u>Year 6</u></p>			
	<p><b>The Americas T1</b></p>	<p><b>Our Changing world (with a focus on coasts) T3</b></p>	<p><b>Sustainability – survival and impact T5</b></p>
<p><b>Knowledge</b> <b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of cancer and Capricorn, Arctic and Antarctic Circle, the</li> </ul>	<ul style="list-style-type: none"> <li>Know where the equator, tropic of cancer, tropic of Capricorn, prime meridian and Greenwich meridian are on a map of the world</li> <li>Know the difference between weather and climate</li> <li>Know the names of different climate zones – cold, temperate, subtropic, tropic</li> <li>To know what biomes are</li> <li>Recap the meaning of human and physical features</li> <li>Know the differences and similarities in human and physical features of Death Valley and our local area</li> <li>Know human and physical features of 2 contrasting areas in the Americas</li> <li>Know what time zones are</li> </ul>	<ul style="list-style-type: none"> <li>Know what erosion means</li> <li>Know what weathering means and the terms: mechanical, biological and chemical</li> <li>Know how erosion changes rocks</li> <li>To name and identify the features of a coastline including bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit</li> <li>Name some famous UK coastal features</li> <li>Know how beaches are formed from erosion</li> <li>Know how erosion and decomposition change the look of a coastline**</li> <li>Compare and contrast the physical and human features of two UK based coastlines</li> <li>Describe ways whether can change the landscape</li> </ul>	<ul style="list-style-type: none"> <li>Know how settlements grow</li> <li>Know what the terms sight and situation mean in relation to settlements</li> <li>To know what linear, dispersed and nucleated settlements are</li> <li>Know what layer shading, spot heights and contour lines are and how they are used to measure height of land masses</li> <li>Know and label on a map certain</li> </ul> <p><b>Environmental Week: Climate change:</b></p> <ul style="list-style-type: none"> <li>Know what renewable energy is</li> <li>Know the advantages and disadvantages of solar power, wind power, tidal power, Geo mass and hydroelectric power and geothermal power</li> <li>Know how sustainable our city is</li> </ul>

<p>Prime/ Greenwich Meridian and time zones</p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know why we have different time zones</li> <li>Know the meaning of GMT</li> <li>Know some of the reasons people would visit Chile and Argentina</li> <li>Know some of the key physical and human features of Argentina and Chile</li> </ul>	<ul style="list-style-type: none"> <li>Know how water and weather can change coastlines over time</li> <li>Know some physical changes that have affected the earth since 1800</li> <li>Predict some physical changes that will occur to the earth by 2050 if we continue to act in the same ways</li> <li>Know some of the ways human activity changes the landscape physically</li> </ul>	<p>mountains and mountain ranges in Europe, Asia, and the UK</p>	
<p><b>Cross-curricular links</b></p>	<p>Create a report comparing 2 or more states in America</p>			
<p><b>Skills</b></p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/ computer mapping to</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas to locate specific locations on a map - name and label countries in north and south America **</li> <li>Use the index to find specific locations</li> </ul>	<ul style="list-style-type: none"> <li>Use a map of the UK to understand where certain well known coastal features are around the UK's coastline**</li> <li>Draw and label a diagram of a coastline containing lots of the coastal features discussed</li> </ul>	<ul style="list-style-type: none"> <li>To know what certain OS map symbols mean</li> <li>To know how 4 and 6 figure grid references are</li> </ul>	<ul style="list-style-type: none"> <li>Identify where Lynmouth is on a map and why it was so badly flooded</li> </ul>

<p>locate countries and describe features studied</p> <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) to build their knowledge of the UK and the wider world of the UK and the wider world</li> <li>• Use fieldwork to observe, measure and record</li> </ul>	<ul style="list-style-type: none"> <li>• Use a world map with latitude and longitude lines to find out the location of various places</li> <li>• Locate continents and countries in the world using latitude and longitude co-ordinates on a world map. *</li> </ul>		<p>used to find locations</p> <ul style="list-style-type: none"> <li>• Know which key symbols to use on a map of the school grounds</li> <li>• Know diverse ways in which humans can impact the environment – positive and negative</li> </ul>	<p>due to its location</p> <ul style="list-style-type: none"> <li>• Id</li> </ul>
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