



## Geographical Scale

### Nursery

**All Creatures Great and Small:** Find out about African grasslands. Look at where Africa is on a map or globe

### Year 1

**Here I am:** Our community is at the local scale

**Where are we:** Our country is at the national scale

**There you are:** Continents are at the global scale. When making comparisons, the two places need to be at the same scale

### Year 3

**Mountains and Volcanoes:** The effects of physical features – like volcanoes – can be felt at the local, national and even global scale

**Looking at Europe:** Recognise maps at the local, national and global level and select the most appropriate one

### Year 5

**World Trade:** Trade takes place at the local, national and global scale; over time, trade has tended to become more and more global

### Reception

#### Where We Live

Local area study: Walk around locality, find features on maps.

### Year 2

**Hot and Cold Deserts-** Some physical features – like rivers or deserts – span local, national and even global scales

### Year 4

**Earthquakes and Settlements:** While physical effects are felt most at the local or national scale, the response can be at the global scale

### Year 6

**Improving the Environment:** Actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth's climate

### Year 7

Use scales more mathematically, measuring and carefully calculating distances



## Location and Place

### Nursery

**Polar Express:** Look at an arctic environment

### Year 1

**Where are we:** Countries and capital cities of the UK; some human and physical features of the UK

**There you are:** Seven continents; Equator, North Pole and South Pole

Comparison of areas in UK with areas in contrasting non-European country

### Year 3

**UK:** Rivers of the UK; UK, Great Britain, British Isles; counties and regions in the UK; land use in the UK

**Mountains and Volcanoes:** Locating volcanoes across the world; location and effects of eruption at La Soufrière and Etna

**Looking at Europe:** Locating countries in Europe; Human and physical features of the Amalfi Coast and the Alps

### Year 5

**World Trade:** Locating countries in North America

**Investigating Water:** Human and physical features around a local river and Danube, Mississippi and Severn rivers, distribution of the world's water

**Climates of the World:** Locating climate zones and biomes across the world; time zones

### Reception

**Where We Live:** Learn geographical words for physical features e.g. beach, hill, forest, river, sea, mountain.

### Year 2

**Hot and Cold Deserts-** Locating hot and cold deserts across the world

**Rivers, seas and oceans:** Seas surrounding the UK, five oceans

### Year 4

**Brazil:** Locating countries in South America, physical and human features of Brazil, lines of longitude and latitude

**Earthquakes and Settlements:** Location and effects of earthquakes in Haiti/Japan

### Year 6

**On the Move:** Migration from Syria to countries in Europe; and Northern Triangle to USA

### Year 7

Pupils build locational and place knowledge in KS3 by revisiting Europe, North America and South America, and expanding this to Asia and Africa



## Interconnections

### Nursery

**Marvelous Me:** Talk about their home and where they live.

### Year 1

**Where are we:** Humans are affected by physical features everyday (e.g. weather)

### Year 3

**Looking at Europe:** There are similarities and differences between places, even if they have similar physical and/or human features

### Year 5

**World Trade:** Many places at the local, national and global scale rely on trading with other places across the world

### Reception

**Where We Live:** Find out about a different part of the world and discuss how it is similar or different to their own.

### Year 2

**Hot and Cold Deserts-** Human features are often shaped by physical features

### Year 4

**Rainforests:** Human activity can affect physical features (e.g. deforestation of Amazon)

**Earthquakes and Settlements:** Humans adapt to living in earthquake-prone areas

There are similarities and differences between LICs, MICs and HICs

### Year 6

**On the Move:** Migration is usually the result of a related set of push and pull factors

### Year 7

Make more sophisticated connections between across cause and effect, human and physical and different places