

## Geography Learning Pathway

	Reception	Year 1	Year 2
	<b>This is Me!</b>	<b>All Creatures Great and Small</b> What makes us human?	<b>Once upon a time</b> What does a good story need?
<b>Learning Step 1</b>	<p><b>Place knowledge:</b> To explore immediate environment and identify features within it e.g. classroom, school</p> <p><b>Recognise own Classroom</b> <b>Recognise own School</b></p>	<p>To name the town that they live in.</p> <p><b>Know the name of Hometown: Tunbridge Wells</b></p>	<p>To name all of the Y1 human geographical features and also: <i>hotel, canal, centre, airport, office, port and harbour</i></p> <p><b>Name Human Features: hotel, canal, city centre, airport, office, port and harbour</b></p>
<b>Learning Step 2</b>	<p>To explore immediate environment and identify features within it e.g. classroom, school</p> <p><b>Name things in own classroom: tables, chairs, windows, doors</b></p>	<p>To name the country that they live in.</p> <p><b>Know the name of Home Country: United Kingdom</b></p>	<p>To give reasons for why some human geographical features were constructed.</p>
<b>Learning Step 3</b>	<p><b>Geography Skills and Fieldwork</b> To explore key features of surrounding environment e.g. St James School</p> <p><b>Name things in own school: hall, library, classroom, cloakroom, toilets</b></p>	<p>To identify the UK (GB and NI).</p>	<p>To explain that both a map and a globe show the same thing and use them to identify land and sea.</p>
<b>Learning Step 4</b>	<p><b>Locational Knowledge</b> To describe immediate environment (school)</p>	<p>To name and locate the four countries of the UK.</p> <p><b>Know the names of UK Countries: England, Northern Ireland, Scotland, Wales</b></p>	<p>To begin to understand the need for a key on a map</p> <p><b>Know what a key is on a map and its purpose</b> <b>Know what a symbol is: simple image used to represent a feature</b></p>
<b>Learning Step 5</b>	<p><b>Human and Physical Geography</b> To develop understanding of similarities and differences between themselves and others, among families, communities, cultures and traditions.</p>	<p>To identify the flags of the four countries of the UK.</p> <p><b>Know the flags of UK Countries: England, Northern Ireland, Scotland, Wales</b></p>	<p>To recognise landmarks/human and physical features on aerial photographs</p>
<b>Learning Step 6</b>	<p><b>Wider World</b> To identify own country of origin, recognising this may differ from others</p>	<p>To name and locate the surrounding seas of the UK</p> <p><b>Know the names of UK Seas: North Sea, English Channel, Irish Sea</b></p>	<p>To identify a familiar locality from its plan view (e.g. aerial view of school)</p> <p><b>Know what an aerial photograph is.</b></p>
<b>Learning Step 7</b>	<p><b>Place knowledge:</b> To talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To name familiar localities from photographs (town centre, parks, woodland, city, beach)</p>	<p>To identify how maps can be used to follow a route.</p> <p><b>Know what route means: directions taken on a journey.</b></p>
<b>Learning Step 8</b>	<p><b>Place knowledge</b> To share experiences of immediate/local and surrounding environment e.g. route to school, parks etc.</p> <p><b>Name parts of the Local Area: Dunorlan Park, Hilbert/Grosvenor Park</b> <b>Naming local features (things they see on the way to school): Crossings, Traffic lights, signs, Church</b></p>	<p>To say what the weather is like outside using more complex vocabulary e.g. cloudy, raining, cool, warm, heatwave</p>	<p>To physically follow a route around a familiar place using a map.</p>
<b>Learning Step 9</b>	<p>To share own experiences of the world around them e.g. where you are going, where you have been.</p>	<p>To observe and record weather patterns over a day.</p>	<p>To record features in a location by creating a plan view map looking down.</p> <p><b>Know what a plan view map is: Looking down from above on a specific area</b></p>

<b>Learning Step 10</b>	<b>Human and Physical Geography</b> To recognise different types of weather. <b>Weather Vocabulary: Sun, Rain, Wind, snow</b>	To make simple comparisons between two photographs or two familiar environments.	To use agreed symbols or create own symbols to make a simple key <b>Know some of the main symbols used on maps</b>
<b>Learning Step 11</b>	<b>Human and Physical Geography</b> In pretend play, imitate everyday actions from own family and cultural backgrounds.	To begin to ask geographical questions about a photograph or place they are visiting <i>e.g. What is there? What is it like to live in this place? How is this place similar/ different to where I live?</i>	<b>Geography Assessment: What does a map need? (Can you make your own map?)</b>
<b>Learning Step 12</b>		To draw and label pictures to show how places are different. <b>Geography Assessment: What is the United Kingdom and what is it like?</b>	To collect and communicate data about an area or location using simple graphs or charts e.g. number of houses on a street.
<b>Learning Step 13</b>		To know that a map is a representation of a location or place. <b>Know what a map is: Representation of a place</b>	To follow directions using simple compass directions (North, South, East and West) <b>Know 4 main Compass Points: North, South, East, West</b>
<b>Learning Step 14</b>		To know that a map shows permanent features.	To use simple compass directions (North, South, East and West) to describe the location of features on a map.
<b>Learning Step 15</b>			To use simple compass directions (NSEW) to describe a route on a simple map.

	Reception	Year 1	Year 2
	<b>Term 3: Abracadabra!</b> <b>Term 4: Roar! (Dinosaurs)</b>	<b>Heroes and Villains</b> <b>What makes a hero?</b>	<b>Kings, Queens &amp; Castles</b> <b>What makes a leader?</b>
<b>Learning Step 1</b>	To share own experiences of the world around them e.g. where you are going, where you have been.	To make simple verbal and written observations about familiar environments from visits e.g. my home is in a town, the park has a pond and a wood.	To identify the town they live in on a simple UK map.
<b>Learning Step 2</b>	To explore ideas of own experiences, e.g. visiting farms, local parks, walking by a river, lake	To know how to recognise a feature of the environment. <i>e.g the trim trail and cabin are features as they are always there, the table is not as it can be moved.</i> <b>Know what a feature of an environment is: permanent objects that are not easily moved</b>	To recall the flags and learn emblems of the four countries of the UK. <b>Know UK Country Emblems: Rose (England), Thistle (Scotland), Dragon (Wales), Shamrock (Northern Ireland)</b>
<b>Learning Step 3</b>	Explore and share observation, discussion of local environments.	To use everyday language to describe features e.g. <i>bigger, smaller than</i>	To name and locate the capital cities of the UK <b>Know UK Capital Cities: London (England), Edinburgh (Scotland), Cardiff (Wales), Belfast (Northern Ireland)</b>
<b>Learning Step 4</b>	To explore maps.	To identify features of a locality from a visit or image using geographical terms (e.g. hill, field, woodland, pond, lake).	To name famous landmarks of the UK from pictures <b>Name UK Major Features and locations: Mount Snowden (Wales), Stonehenge (England), Tower Bridge (England, London), Edinburgh Castle (Scotland), Giant's Causeway (Northern Ireland)</b>
<b>Learning Step 5</b>	To recognise the purpose of a map (to show a location or journey). <b>Know what a map is: Showing a location or journey</b>	To record simple features observed in their familiar environment by drawing.	To locate and name the UK major features e.g. <i>London, river Thames, home town</i>
<b>Learning Step 6</b>	To explore own ideas of making maps.	To collect and communicate data using simple tally charts e.g. number of physical/human features within school grounds.	To identify features and characteristics of each country of the UK – landmarks, buildings e.g. Lake District, Loch Ness, Edinburgh Castle
<b>Learning Step 7</b>	To explore local environment	To identify key features of their surrounding environment and recognise how these are shown on a map.	<b>Geography Assessment: What is significant about the United Kingdom?</b>
<b>Learning Step 8</b>	To know some similarities and differences between the natural world around them and contrasting environments	To make simple verbal and written observations about familiar environments from maps e.g. my home is in a town, the park has a pond and a wood. <b>Geography Assessment: What is Tunbridge Wells like?</b>	To name the seven continents <b>Name the 7 Continents: Europe, Asia, Africa, Australasia, North America, South America, Antarctica</b>
<b>Learning Step 9</b>	To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	To follow simple directions (up/down, forward/backward, left/right) <b>Know simple directions: forward, backward, left, right</b>	To locate the seven continents on a map or globe
<b>Learning Step 10</b>	To know some similarities and differences between the natural world around them and contrasting environments.	To describe location using simple positional language (near/far, left/right) <b>Know simple positional language: near, far</b>	To name the five oceans <b>Name the 5 Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</b>
<b>Learning Step 11</b>		To identify features in their location and show these on a map.	To locate the five oceans on a map or globe
<b>Learning Step 12</b>		To draw picture maps of familiar or imaginary locations (classroom, bedroom, desert island)	

<b>Learning Step 13</b>		To identify common types of weather within each season.	
<b>Learning Step 14</b>		To observe and compare weather patterns over seasons <i>e.g. keep a record of how many times it rains in a week in the winter and a week in the summer.</i>	
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>Term 5: Old Macdonald had a farm Term 6: Land Ahoy! (Pirates)</b>	<b>Journey to Africa Where do swifts go in winter?</b>	<b>What a wonderful world – Amazon Rainforest Why are rainforests important to us all?</b>
<b>Learning Step 1</b>	To share own experiences of the world around them e.g. where you are going, where you have been.	To know that an atlas is a book of maps. <b>Know what an Atlas is: Book of maps</b>	To identify the location of the coldest areas in the world on maps and globes. <b>Know where Cold Regions of the planet are</b>
<b>Learning Step 2</b>	To draw on their experiences and what has been read/taught in class	To know a globe is a representation of the world. <b>Know what a globe is: 3D map of the world</b>	To identify where the hottest places in the world are (i.e. central areas of the globe) <b>Know where Hot Regions of the planet are</b>
<b>Learning Step 3</b>	To explore ideas of own experiences, e.g. visiting farms, local parks, walking by a river, lake	To recognise land masses and seas on maps and globes.	To identify the Equator and the position in relation to temperatures (i.e. hot) <b>Know what the Equator is: imaginary line that runs around the centre of the globe</b>
<b>Learning Step 4</b>	To make observations of animals and explain why some things occur and talk about changes.	To use maps and atlases to find the <u>UK</u> ,	To name all of the Y1 physical geographical features and also: <i>soil, lake, island, cave and vegetation</i> . <b>Name Physical Features: soil, vegetation, lake, island, cave cliff, valley, desert, mountain range, countryside</b>
<b>Learning Step 5</b>	Explore and share observation, discussion of local environments.	To recognise a continent is a group of countries. <b>Know what a continent is: A Group of Countries</b>	To describe two differing localities in the UK using photographs and visits
<b>Learning Step 6</b>	To explore interests in different occupations and ways of life indoors and outdoors.	<i>Where is Kenya? How are the locations of Kenya and Tunbridge Wells similar/ different?</i> To know there are seven continents in the world and begin to know their names <b>Know there are 7 Continents</b>	To ask comparative geographical questions when studying photographs of contrasting localities <i>e.g. What is it like to live in this place? Which place is...? How is the weather different?</i>
<b>Learning Step 7</b>	To recognise some similarities between life in this country and life in other countries <b>(local farms/farms abroad)</b>	To say what an ocean is. <b>Know what an ocean is: large open body of water covering the majority of the Earth's surface.</b>	To compare and contrast two differing UK localities
<b>Learning Step 8</b>	To explore their understanding of their familiar world.	To know there are five oceans in the world and begin to know their names. <b>Know there are 5 Oceans Name the Indian Ocean and Atlantic Ocean</b>	To describe two differing localities, (one in the UK, one abroad) using photographs and videos.
<b>Learning Step 9</b>	To explore country of origin.	To identify what a physical geographical feature is. <b>Know what a physical geographical feature is: features formed naturally.</b>	To use atlases to locate features <i>e.g. mountains, rivers, deserts, forests, cities</i> . <b>Know Map Symbols/colours used for key features: mountains, rivers, deserts, forests, cities</b>

<b>Learning Step 10</b>	To explore the globe	To name common physical features e.g. <i>beach, coast, forest, mountain, sea, ocean, river, season and weather</i> <b>Name Physical Features: ocean, beach, coast, forest, mountain, river, hill, field, woodland</b>	To compare and contrast two contrasting places (one UK, one non-European)
<b>Learning Step 11</b>	To recognise the difference between land and sea. <b>Know what land is.</b> <b>Know what sea is.</b>	To identify key physical geographical features within local area. <i>What physical features are there in Kenya and Tunbridge Wells?</i>	To consider why places are similar or different.
<b>Learning Step 12</b>	To recognise a map shows both land and sea <b>Know how land is shown on a map.</b> <b>Know how sea is shown on a map.</b>	To begin to consider how some physical geographical features may have formed. <i>What did Kenya look like before people?</i>	To give plausible suggestions as to how some physical geographical features may have formed.
<b>Learning Step 13</b>	To explore local environment e.g visit to the park	To identify what a human geographical feature is. <b>Know what a human geographical feature is: feature constructed by humans</b>	<b>Geography Assessment: Are there any rainforests where we live?</b>
<b>Learning Step 14</b>		To name common human features: e.g. <i>city, town, village, factory, farm, house, flat, and shop.</i> <b>Name Human Features: city, village, factory, farm, house, flat, shop, church</b>	
<b>Learning Step 15</b>		To identify key human geographical features within local area. <i>What human features are there in Kenya and Tunbridge Wells?</i>	
<b>Learning Step 16</b>		To begin to consider why some human geographical features were constructed	
		<b>Geography Assessment: How is the landscape of Kenya different to England?</b>	

## Geography Learning Pathway

	Year 3	Year 4	Year 5	Year 6
	<b>Stone Age to Iron Age</b>	<b>Escape from Pompeii</b>	<b>Walk like an Egyptian</b>	<b>Coasts</b> <b>Why are coastal areas always changing?</b>
<b>Learning Step 1</b>	<p><i>Where did early people choose to settle and why?</i></p> <p>To identify the physical features of pre-roman settlements including <b>hills, rivers and harbours</b></p> <p>Use resources that show key features e.g. zoomed in map showing rivers, hills, harbour</p>	<p><i>Why did the Romans invade?</i></p> <p>To begin to understand the distribution of natural resources: minerals</p> <p>History: Link to 'Why did they invade'?</p>	<p><i>Where is Egypt?</i></p> <p>To expand map skills to include non-UK countries.</p> <p>*History objectives follow and lead to next Geography learning steps</p>	<p>Use maps, atlases, globes and digital/computer mapping to study and describe the features of coastlines</p>
<b>Learning Step 2</b>	<p><i>Where did early people choose to settle and why?</i></p> <p>To understand how the physical features of settlements offered protection, trade links and resources</p>	<p><i>How does a Roman settlement compare to an Iron Age Hill Fort?</i></p> <p>To contrast settlements with the pre-Roman and Roman era.</p> <p>Comparing Iron Age Hill Fort to Roman settlement of Colchester (located on river so links to prior learning)</p>	<p><i>What is a dam?</i></p> <p>To compare the area of Aswan, Egypt with Kielder, UK with significant similarities and differences in the impact of the building of the dam.</p> <p>Use geographical vocabulary to refer to key features of a river (taught Y4): <b>Source, meander, direction of flow, upper course, high ground, new Y5 delta, inundation</b></p>	<p>To identify a wide range of map symbols and use a key.</p>
<b>Learning Step 3</b>	<p><b>Assessment - What are the similarities and differences between an Iron Age settlement and a modern town?</b></p>	<p><i>How is a volcano formed?</i></p> <p>To begin to understand how volcanoes are formed</p> <p><b>Know that magma pushes up through a weakness in the Earth's crust, then cools and solidifies. This process is repeated over millions of years to form a volcanic mountain.</b></p>	<p><i>What are the benefits and problems caused by the building of the Aswan Dam?</i></p> <p>To compare the area of Aswan, Egypt with Kielder, UK looking at significant similarities and differences in the impact of the building of the dam.</p> <p>Explain how the building of a dam:</p> <ul style="list-style-type: none"> <li>- affects the landscape</li> <li>- can be used to create electricity</li> </ul> <p>Recognise how places can be influenced or shaped by their purpose.</p>	<p>To use 6 figure grid references</p>
<b>Learning Step 4</b>		<p><i>What happened when Mount Vesuvius erupted?</i></p> <p>To understand the impact volcanoes have on humans through the events of Pompeii</p>	<p><i>What is the largest reservoir in the UK?</i></p> <p>To apply knowledge of the <b>eight points of a compass</b> using a map of UK counties.</p>	<p>To know how coasts are formed.</p>
<b>Learning Step 5</b>		<p><b>Assessment – How did the Romans change the landscape of Britain?</b></p>	<p><i>Why was Kielder Dam needed?</i></p> <p>To identify land use patterns in the UK and recognise how these have changed (cause).</p>	<p>To name and locate features of coasts, erosion and hills</p>
<b>Learning Step 6</b>			<p><i>What was the impact of the dam on the environment?</i></p>	<p>To use fieldwork to observe, measure and record the human and physical features in the area of Norfolk using a range of</p>

			<p>To identify land use patterns in the UK and recognise how these have changed (effect).</p> <p>Link back to Y4 learning about changing the course of a river (River Ouse)</p> <p>Recognise that supply and demand need to match.</p>	<p>methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the area of Birling Gap using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>Learning Step 7</b>			<p><i>Assessment – Should dams be built? Do all dams serve the same purpose?</i></p>	<p>To understand how coastal features have changed over time</p>
<b>Learning Step 8</b>				<p>To make comparisons between Kent and Norfolk</p>
				<p><i>Assessment - How are coasts changing and what impact does this have on humans?</i></p>



	Year 3	Year 4	Year 5	Year 6
	<b>Forces of Nature – water</b> <i>How has water shaped the land?</i>	<b>Pole to Pole</b> <i>What do Europe, Africa and Antarctica have in common?</i> <i>Why would someone move from Kent to Valencia?</i> To compare UK to a region of Europe (Spain Valencia), understand the meridian line, biomes, climate zones and vegetation belts,	<b>Extreme Earth</b> <i>What shapes the world?</i> Earthquakes, mountains, deserts, volcanoes ( <i>link to Y4 volcanoes</i> ), flooding ( <i>build on Y4 rivers and Y5 Nile</i> ) climate change	<b>Hola Mexico</b>
<b>Learning Step 1</b>	<i>What is a river?</i> Identify the features of a river Source, meander, direction of flow, upper course, high ground	<b>Stunning start</b> - Flying to the North Pole. To identify the Arctic and Antarctic Circle.	Use maps, atlases and globes to identify boundaries between tectonic plates	<i>Where is Mexico?</i> To identify lines of longitude and latitude on maps Know what longitude and latitude are and how shown on a globe
<b>Learning Step 2</b>	<i>How does a river begin?</i> To understand the water cycle (excluding transpiration)	To know and use <b>the eight points of a compass</b> . Know 8 points of the compass	Use maps, atlases and globes to identify volcanoes	<i>Where is Mexico?</i> To use latitude and longitude to find locations on a map Know where Mexico is on the globe
<b>Learning Step 3</b>	<i>How does a river begin?</i> To understand how rivers are formed Source, spring or runoff, upper course, high ground *make sure rocks have been taught in Science first	To understand the terms meridian, tropics and introduce terms longitude and latitude Know meaning of: meridian, tropics, longitude, latitude	To understand how volcanoes are formed, looking at plate tectonics and the ring of fire. Build on Y4 learning (basic formation) by introducing plate tectonics, ring of fire, main vent, side vents.	<i>Where is Mexico?</i> To identify time zones Know that the time is different in different parts of the globe and why
<b>Learning Step 4</b>	<i>How does a river valley occur?</i> To understand erosion	To identify the Tropics of Cancer and Capricorn. Know location of Tropics of Cancer and Capricorn on a map	To know how mountains are formed looking at plate tectonics. Fold mountains	<i>Where is Mexico?</i> To name and locate the main countries in North or South America and their environmental regions Use map of Mexico to show boundaries with other countries.
<b>Learning Step 5</b>	<i>What is a meander?</i> To understand how meanders are formed	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries along the meridian and describe their contrasting features	To compare mountain regions in the UK and other countries Map skill - contour lines	To compare the physical and human features of Kent with the Yucatan region of Mexico Know key features
<b>Learning Step 6</b>	<i>Why do meanders change?</i> To understand erosion and deposition Know about <b>high energy and low energy water</b> and how these move sediment/rocks differently	To know the climate zones Know climate zones (Tropical, Dry, Temperate, Continental, Polar)	To understand how earthquakes are caused looking at plate tectonics and the ring of fire. Focus: Areas in the world subject to earthquakes	To understand some of the reasons for similarities and differences between Kent and the Yucatan.
<b>Learning Step 7</b>	<b>Marvellous middle:</b> Trip to Hilbert Park To use fieldwork to observe and record the physical features of rivers using a	To know the difference between the British Isles, Great Britain and the UK Know different countries that make up each of these	To identify countries/states in North America affected by earthquakes	To understand trade between UK and Europe and ROW



	range of methods, including sketch maps and plans			
<b>Learning Step 8</b>	<i>Where are rivers found?</i> To name and locate the main rivers in the UK, and the cities that sit alongside them  Know: R. Severn, R. Thames (Oxford, London), R. Trent (Stoke-on-Trent, Nottingham), R. Mersey (Manchester, Liverpool)	<b>Marvellous Middle</b> Visit to Amelia Scott Library  To understand human and physical geography in Kent	Use digital/computer mapping (Google Earth) to identify earthquake zones	To understand fair/unfair distribution of resources  Link with Mexico/avocado trade
<b>Learning Step 9</b>	<i>Where are rivers found?</i> To use maps, atlases, globes to identify coasts, seas, oceans and rivers Know local rivers in SE England (R. Thames, R. Teise, R. Medway, R. Rother, R. Stour) and their journey to the sea	<b>Marvellous Middle</b> Visit to Amelia Scott Library  To use fieldwork to study and understand the meridian line, its path, history, conception and impact on human geography	To know the key physical and human characteristics of major cities in Earthquake zones and near active volcanoes	<b>Assessment</b> – Why is Mexico such a diverse country?
<b>Learning Step 10</b>	<i>How do rivers shape the land?</i> To use 2 figure grid reference Focus on R. Thames	To identify key features of main counties and cities of the UK, specifically those which fall along the Greenwich meridian	To understand the impact of earthquakes on settlements and how humans have adapted to live alongside them	
<b>Learning Step 11</b>	<i>How do rivers shape the land?</i> To identify basic map symbol (Ordnance Survey)  Know symbols for rivers, roads, contours, key buildings	Identify types of settlements in modern Britain, around the South East: villages, towns, cities. (Local Study)	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions	
<b>Learning Step 12</b>	<i>How do rivers shape the land?</i> To understand how the pathway of a river has changed over time and the impact this had on land use Know how Great River Ouse has changed	To understand human and physical geography in Valencia and compare this to Kent	To revisit the water cycle including transpiration  Understand what is meant by desert and explore how people and animals/plants adapt to these extreme conditions. Focus on how deserts are formed (mountain shadows) and transpiration	
<b>Learning Step 13</b>	<i>Where is the River Danube?</i> To name and locate the main countries of Europe, including Russia. Know: UK, France, Germany, Spain, Russia, Italy, Poland, Ukraine, Sweden, Finland, Norway	To understand similarities and differences of human and physical geography Comparing Tunbridge Wells and Valencia city	<b>Assessment: How do mountains, volcanoes and earthquakes impact human life?</b>	
<b>Learning Step 14</b>	<i>Where is the River Danube?</i> To identify the position and significance of Equator, N. and S. Hemisphere	To know the African biomes and vegetation belts. Link back to previous learning from Year 1 about Kenya		
<b>Learning Step 15</b>	<i>Where is the River Danube?</i> Know the longest rivers, largest deserts, highest mountains in the world	Fantastic finish Visit to park To understand four-figure grid references. Using maps to locate local places on maps using grid reference		

<b>Learning Step 16</b>	<p><i>Why are rivers important and how do humans influence them?</i></p> <p>To compare region of the UK with a region in Europe</p> <p>Know similarities and differences between South England (R. Thames) and South Germany (R. Danube)</p>	<p><b>Assessment: How is the world mapped?</b></p> <p><b>Why would someone move from Kent to Valencia?</b></p>		
<b>Learning Step 17</b>	<p><i>Why are rivers important and how do humans influence them?</i></p> <p>Begin to understand the distribution of natural resources: water</p>			
	<p><b>Assessment: Why are rivers important and how do humans influence them?</b></p> <p><b>How do rivers shape the world?</b></p>			
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<b>Raiders and Traders</b>		<b>War and Peace</b>
<b>Learning Step 1</b>		<p><i>Has Kent always looked like this?</i></p> <p>Compare local maps of UK from past with the present, focusing on land use in Kent.</p> <p>Compare Anglo Saxon times to present day</p>		<p>To understand about distribution of natural resources focusing on energy</p> <p>History topic with opportunity for teaching this Geography objective</p>
<b>Learning Step 2</b>		<p><i>How, and with whom, did Anglo-Saxons trade?</i></p> <p>Begin to understand the distribution of natural resources: minerals</p> <p>Know that the Anglo Saxons traded gemstones, iron, salt, lead, hone and building stone, wine, fish, flax and antler within Britain by river (link to Y3 learning) and abroad with seafaring nations e.g. Scandinavians</p>		