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| **St Bede’s Catholic Primary School**  **Geography Components and Composite** | | | | | | |
| ***Reception*** | ***Year 1*** | ***Year 2*** | ***Year 3*** | ***Year 4*** | ***Year 5*** | ***Year 6*** |
| **Early Learning Goal** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  **Early Learning Goal** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  **Early Learning Goal** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and – when appropriate – maps. | **National Curriculum Objectives:**   * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * 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 * 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 * use basic geographical vocabulary to refer to: * 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, harbor and shop   + 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   + 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. | | **National Curriculum Objectives:**   * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * 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 * 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   + 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. | | | |
| ***Geographical Knowledge*** | | | | | | |
| *Can they talk about where they live in?*  *relation to school/a* | *Can they find where they live on a map of the UK?*  *Can they point out the north pole and south pole are on a globe or atlas?*  *Can children discuss what they can see on an aerial map?*  *Can children draw a simple map, using basic symbols as a key?*  *Can they name the continents of the world and find them in an atlas/on a map or globe?*  *Can they name the world’s oceans and find them in an atlas/on a map or globe? Can they identify the four countries making up the United Kingdom?* | *Can children describe where countries are in relation to the North and South pole?* | *Can they use maps and atlases to locate?*  *continents and specific* | *Can they locate and name neighboring?*  *counties and cities* | *Can they locate and name, counties and cities around the UK on a map, globe and in an atlas?*  *Can they describe these place locations in comparison to other countries/cities?*  *Can they use different types of maps to locate towns and describe locational features?*  *Can they locate the Americas on a map, along with capital cities and various geographical features?*  *Can they locate the USA and Canada on a world map, globe and in an atlas?*  *Can they use the 8 points of a compass to describe a planned route?* | *Can they identify and name the Arctic Circle and Antarctic on a map, globe and in an atlas?*  *Can they locate the Northern hemisphere, Southern hemisphere, equator and lines of longitude and latitude on a map?*  *Can they locate the Tropic of Cancer and the Tropic of Capricorn on a map?*  *Can they locate and name the main countries of Europe and explain why and how countries changed as a result of a major world event?*  *Can they use accurate keys and symbols when looking at OS maps?*  *Can they use 6 figure grid references to describe places and journeys?* |
| *place of* | *Can they identify the four* | *countries?* | *around Dorset?* |
| *significance?* | *countries making up the* | *Can they name a* | *Can children find and* |
| *Can children draw a* | *United Kingdom?* | *number of countries in* | *name rivers in the UK?* |
| *simple map of the* | *Can children identify the* | *the Northern* | *Can children locate the* |
| *school and its* | *capital cities of these* | *Hemisphere?* | *longest rivers in the* |
| *surroundings?* | *places?*  *Can they point out where the equator is?*  *Can children discuss which places are hot and cold based on their position near the equator?* | *Can they name and*  *locate some well- known European countries?*  *Can they use maps and atlases to locate volcanoes, naming where* | *world?*  *Can they name and locate many of the world’s major rivers on maps?*  *Can they use appropriate*  *symbols to represent different physical* |
|  | *Can children use positional language such as North, East, South and West to describe where things are or where they are going?*  *Can children construct a map and choose the most suitable symbols for a map key?* | *they are in the world?* | *features on a map?*  *Can they recognize the 8 points of the compass? Can they use 4 figure grid references to locate positions on a map?* |
| ***Physical Geography*** | | | | | | |
| *Can they use* | *Can they use geographical language to describe places on a world map (desert, sea, jungle)?*  *Can they describe a place outside Europe using geographical words e.g.*  *‘season, weather’?*  *Can they find some hot and cold places on a map?*  *Can they explain how the weather changes with each season?*  *Can children begin to describe the differences between the UK and a non- European country?* | *Can children identify physical features of the local area on an aerial map?*  *Can they name key physical features associated with a town near the beach e.g.*  *‘beach, cliff, ocean and mountain’?*  *Can children label images using physical geographical language?* | *Can they talk about some* | *Can they explain how the* | *Can they explain what a climate zone is?*  *Can they explain how and why climates vary around the world?*  *Can they compare the geographical similarities and differences of different growing climates around the world?*  *Can they describe the physical features of America (e.g. deserts)? Can they compare the geography of a place in the UK to that of one in America?* | *Can they explain a biome is?*  *Can they explain what a vegetation belt is?*  *Can they give extended descriptions of the similarities and differences between biomes across the world?*  *Can they give extended descriptions of the physical features of two places around the world?*  *Can they use maps, aerial photos, plans and web resources to describe what the locality of a place might be like?* |
| *geographical* | *of the world’s most* | *water cycle works?* |
| *language to describe* | *famous volcanoes and* | *Can they label the* |
| *their local area such* | *mountains?* | *parts of a river?* |
| *as sea, beach, hill,* | *Can they describe* | *Can they explain how* |
| *etc.?* | *how volcanoes are* | *a river is formed?* |
| *Can they identify* | *created?* | *Can they explain why* |
| *different types of* | *Can they describe* | *many cities of the world* |
| *weather?* | *how earthquakes are* | *are situated by rivers and* |
| *Can children begin to* | *created?* | *why people are attracted* |
| *describe similarities* |  | *to live by them?* |
| *and differences* |  | *Can they explain why* |
| *between England and* |  | *water is such a valuable* |
| *another country using* |  | *commodity?* |
| *geographical words?* |  |  |
| ***Human Geography*** | | | | | | |
| *Can children* | *Can they name key features* | *Can children identify human features of the local area on an aerial map?*  *Can they describe some human features of their own locality, such as key places people visit?* | *Can they describe how* | *Can they describe the* | *Can they identify the* | *Build on Yr. 4 knowledge of* |
| *name key* | *associated with a town or* | *volcanoes have an* | *main physical features of* | *different types of land use* | *different types of* |
| *features of* | *village, e.g. ‘church, farm,* | *impact on people’s lives?* | *a well-known city?* | *in the Americas?* | *settlements – Can they* |
| *the school’s* | *shop, house’?* |  | *Can they describe the* | *Can they explain where* | *explain what a place might* |
| *surroundings* | *Can children begin to* |  | *main features of a* | *and how crops are grown* | *be like in the future, taking* |
| *e.g. shops,* | *describe the differences* |  | *village?* | *and how climate affects* | *account of issues* |
| *houses, and* | *between the UK and a non-* |  | *Can children list and* | *the growth of different* | *impacting on human* |
| *other types of* | *European country?* |  | *describe different types* | *crops?* | *features?* |
| *building?* | *Can they explain why they* |  | *of settlements in modern* | *Do they understand how* |  |
| *Can they explain* | *would wear different* |  | *Britain?* | *agriculture contributes to* |  |
| *what they might* | *clothes at different times of* |  | *Can they explain why* | *the economy?* |  |
| *wear in a hot or* | *year?* |  | *people are attracted to* | *Do they understand the* |  |
| *cold place?* |  |  | *live in cities/towns?* | *impact that large* |  |
| *Can children talk* |  |  | *Can they explain why* | *companies have on the* |  |

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| *about some similarities and differences between the local religious and cultural community and that of another country?* |  |  |  | *people may choose to live in a village rather than a city?*  *Can they describe the difference between early settlements and towns today?* | *lives of their workers (Fairtrade)?*  *Can they give an extended description of the human features of different places around the world and compare them to our own? Can they describe the human features of the Americas?* |  |
| ***Geographical Enquiry*** | | | | | | |
| *Can they observe and record the weather?* | *Can they answer questions about the weather?*  *Can they discuss things they see on their trip to the beach?* | *Can they label a diagram or photograph using some geographical words?*  *Can they talk about an environmental issue they see in their local area?* | *Can they record their findings in an appropriate way?*  *Can they compare data collected with data from another country?* | *Can they analyse different sets of data from contrasting countries?*  *Can they present data they had collected in an accurate graph?* | *Can they collect information about a place and use it in a report?* | *Can they ask questions relating to a popular debate and follow a line of enquiry?*  *Can they choose the best way to collect information needed and decide the most appropriate units of measure?*  *Can they make careful measurements?*  *Can they analyse this data and compare it to past data?* |
| ***Fieldwork*** | | | | | | |
| *Can children use positional vocabulary to describe where they are going or where something is located*  *e.g. ‘near, far, left, right and behind’? Can children use directional vocabulary to find places in school?*  *Can children follow* | *Can children use positional vocabulary to describe where they are going or where something is located e.g.*  *‘near, far, left, right and behind’?*  *Can children use directional vocabulary to find places in school?*  *Can children follow simple instructions to locate places in school?* | *Can they describe some physical features of their own locality? Can they observe the area surrounding their school environment?*  *Can they explain what makes a locality special?* | *Can they use digital technology to observe and record what they find and see?*  *Can they sketch a local landscape?*  *Can they begin to take careful measurements?* | *Can they accurately measure and collect information (e.g. traffic survey)?*  *Can children use observations of the local area to collect data?*  *Can children accurately note down what they see?* | *Can they explain how local land use has changed over time?*  *Can they identify certain physical features and climates in the local area that would attract certain animals?*  *Can they collect and measure data in the local area?*  *Can they represent their data accurately, using graphs?* | *Can they identify how the local area has changed? Can they sketch important places in London?* |
| *simple instructions to* |  |  |  |  |  |  |
| *locate places in* |  |  |  |  |  |  |
| *school?* |  |  |  |  |  |  |
| ***Non-Negotiables – Humanities Books*** | | | | | | |
| *Evidence of ability to use geographical language recorded*  *e.g. in learning diaries on Tapestry.* | *Clear geography related objective/title for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* | *Clear geography related objective for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* | *Clear geography related objective for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* | *Clear geography related objective for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* | *Clear geography related objective for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* | *Clear geography related objective for each lesson.*  *Key skills highlighted.*  *An enquiry question for each geography topic.* |
| *One fieldwork opportunity where children can explore and describe their surroundings.*  *Opportunities to create maps using a variety of materials throughout the year.* | *Evidence of use of geographical language in books.*  *One fieldwork opportunity where children can explore and describe their surroundings.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* | *Evidence of use of geographical language in books.*  *One fieldwork opportunity where children can record their observations.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* | *One fieldwork opportunity where children can record their observations using technology.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* | *One fieldwork opportunity where children can measure and collect information.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* | *One fieldwork opportunity where children can collect data.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* | *One fieldwork opportunity where children can collect data.*  *Evidence of progression of mapwork.*  *Final piece of work recorded each term (when geography is taught).* |
| ***Composite Curriculum Goals*** | | | | | | |
| **Autumn**  To draw a picture of their street including some geographical features.  **Spring**  Plan a celebration for Chinese New Year.  **Summer**  Create a map of a journey. | **Autumn**  Our Wonderful World:  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  Labelling physical and human geography on an  aerial photograph.  Identify the continents and oceans on a map.  **Spring**  Bright Lights, Big City  Creating a 3D map of the local area with a key. Comparison between the geography of London and Marske.  **Summer**  Comparison of geography between (non-European country) and England.  Use positional and directional vocabulary to locate things and places in school.  Street View  Fieldwork looking at Human and physical features; Maps; Local environment – chn identify and record changes over time | **Autumn Term**  Let’s Explore the World  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  **Spring Term**  Coastline  Comparison between the geography of \_\_\_ and \_\_\_\_\_.  Creating their own map of the local area labelling the human and physical geography.  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.  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.  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  Creating a world map of the different climates and locating the equator.  **Summer Term** | **Autumn Term**  Through the Ages  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.  **Spring Term**  Rocks, Relics & Rumbles  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  Double page spread on Italian volcanoes, mountains and earthquakes (Humanities books).  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.   Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  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.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  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.  **Summer Term**  *Where in the world are we?*  *Double page spread*  (Humanities books) | **Autumn Term** *Enquiry question: How did the human and physical*  *features of the Roman Empire impact on Britain and other territories within the Empire? (In books)*  *Why are many cities of the world situated by rivers and why are people attracted to live by them?*  **Spring Term**  Misty Mountain, Winding River  *Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis*  *Presentation of a neighboring county or city around Marske. (Lake District vs Marske)*  *(Multimedia presentation)*  **Summer Term**  *Data collection and analysis of different sets of data from contrasting countries. (Global issues?)* | **Autumn**  Investigating our World  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  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.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  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.  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  **Spring**  Double page spread *How does climate and geographical features impact on land use in the*  *Americas?*  Sow, Grow & Farm  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.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  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.  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  **Summer**  *N/A* | **Autumn**  *Explain why ancient civilizations developed in the locations that they did.*  **Spring**  Frozen Kingdoms  Compare and contrast Environment Fieldwork Geographical change Human features & landmarks Location Maps Natural & man-made materials Physical features Settlements & land use  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  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.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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.  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.  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.  Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  **Summer**  Label a world map to show all locational knowledge they have gained (e.g. hemispheres, tropics, time zones, oceans etc.) |

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| ***Vocabulary*** | | |
| Map/atlas/globe | Map/atlas/globe | Map/atlas/globe |
| Similarities and differences | Northern and Southern Hemisphere | County |
| Near, far, left, right | Countries | City |
| Oceans | Continent | Country |
| Continents | River | River |
| Weather | Volcano | Location |
| Seasons | Mountain | Compass |
| United Kingdom | County | Arctic and Antarctic circle |
| Country | City | Northern and Southern Hemisphere |
| Capital City | Tropic of Capricorn and Tropic of Cancer | Equator |
| Key | Compass | Longitude and latitude |
| Town/village/church/farm/shop | 4 figure grid | 6 figure grid |
| Beach/cliff/forest/river/vegetation | Earthquake | OS map |
| Equator | Water cycle | Climate/climate zone |
| North and South Poles | Settlements | Biome |
| North, South, East and West | Towns/villages | Vegetation belt |
| Features | Data | Aerial photographs |
| Route | Graph | Land use |
| Photographs | Technology | Crops |
| Images | Sketch | Agriculture |
| Landmarks | Landscape | Economy |
| Environment | Measurement | Fairtrade |
| Community | Observations | Settlement |
|  | Information | Natural resources |
|  |  | Transport |
|  |  | Report |
|  |  | Debate |
|  |  | Measurement |
|  |  | Data |
|  |  | Sketch |
| ***Visits/Visitors and websites*** | | |
| **Visitors**  RNLI  People/relatives that are from or have lived in other places Environmentalists  Explorers/mountain climbers Geologists  Local secondary school/college geography teachers | **Visits**  Local castles –  Beamish, Cleveland, Iron Museum, Kirkleatham Museum, Dorman Museum  Portland Bill  Redcar/ Saltburn Beach, Robin Hood’s Bay, Whitby  The Roman Baths  Saltholme Bird Sanctuary  Conservation Centre and Nature Reserve  The Dinosaur Museum  Dinosaur Park  Dinosaur Footprints | **Websites**  <https://www.geography.org.uk/> [https://www.gov.uk/government/publications/research-](https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography) |
| [review-series-geography/research-review-series-](https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography) [geography](https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography)  <https://www.rgs.org/schools/teaching-resources/> |
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