



THS Knowledge, Skills and Understanding Curriculum for Geography

Our school curriculum is bespoke and is designed to develop curious, kind and courageous pupils. We use a cross-curricular approach to teach around a thematic unit which enables pupils to improve their knowledge, skills and understanding in a variety of core and foundation subjects. Units have been chosen from the IPC to ensure a broad and balanced curriculum which covers the National Curriculum but goes beyond this so that the content is pertinent to their lives, our local context and international issues. Internationalism and preparing our pupils to be global citizens is fundamental to our geography curriculum.

In EYFS and Key Stage One children begin by developing an understanding of their place in the world, looking at the local environment including school and Mortlake Green. They will widen their understanding by studying the geography of places further afield - both in the UK and around the world. In Key Stage Two children will build upon their geographical knowledge, skills and understanding through in depth study of the UK and host countries across the world. Children will learn about similarities and difference between the UK and their host country and how this impacts the lives of people in those countries.

This is a progressive curriculum which builds on children's knowledge, skills and understanding of geography.

Knowledge: the absorption of information

Skills: application of knowledge

Understanding: the ability to take knowledge and skills and make real meaning from them. It is also the ability to transfer that understanding to other situations, still able to make meaning and sense of a situation, even if the facts have changed.

	Autumn		Spring		Summer	
Year R	<u>Marvellous Me</u> Be able to use key vocabulary: Mortlake, school, playground, climbing frame, house, train station, Green, tree, shop, road	<u>Transport</u> Be able to use key vocabulary: Mortlake, North Sheen, Richmond, school, town, city	<u>Into the Woods</u> Be able to use key vocabulary: woods, map Be able to identify similarities and differences	<u>Wild</u> Be able to use key vocabulary: urban, rural Be able to describe where wild animals live	<u>Africa</u> Be able to use key vocabulary: Africa, Rwanda, Ghana Be able to describe similarities and	<u>Dinosaurs</u> Be able to use key vocabulary: Know about Humanism Know how humanists celebrate birthdays
People, Culture and Communities						

	Know about their own culture and beliefs Be able to talk about who is in their family Be able to talk about the school Begin to understand where the school is (Mortlake, England using Google Maps) Be able to describe the local area (what can I see from the roof of THS?)	Know about Diwali (Hindu and Sikh) Know about Christmas (Christianity) Begin to understand where Mortlake is (London, England using Google Maps) Be able to describe the local area (Mortlake to Richmond) Be able to talk about simple maps (trains) Be able to talk to people in the community (train conductor, ticket office, shopkeeper)	between city and woods/countryside Be able to describe a wood setting Be able to make and talk about simple maps (WtP) Know about Chinese New Year (Buddhism) Know about stories with meanings (fables)	Be able to compare where wild animals live Be able to compare an urban and rural setting (in the UK) Visit to local church to focus on symbols and rituals Know about Easter (Christianity)	differences between life in Mortlake and life in Rwanda/Ghana Be able to find the UK on map Be able to find Africa on a map Know about Ramadan (Islam) Know about Eid ul Fitr (Islam)	Be able to compare Humanism with familiar religions Be able to describe the local environment
EYFS ELG	<ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.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.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.					
Year 1	<u>Our World – Autumn 1</u> <u>Comparison – Arctic & Antarctic</u> GS&F: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment H&P G: Identify the location of cold areas of the world in relation to the North and South Poles (link to English – The Great Explorer)	<u>All Dressed Up – Spring 2</u> <u>Comparison Country: India</u> LK: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas GS&F: Use world maps, atlases and globes to identify Mortlake, England, UK, Europe, New Delhi, India and Asia			<u>Live and Let Live – Summer 2</u> <u>Comparison Country: Spain</u> GS&F: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents studied at this key stage (Asia, India, Europe, Spain) H&P G: Identify seasonal and daily weather patterns in the UK and the location of hot and cold	

	<p>GS&F: Devise a simple map</p> <p><i>Use basic geographical vocabulary:</i> Mortlake, London, England, local, environment, school, United Kingdom, place, map, river, village, town, city, house, shop, office, parkland, railway line, road, North Pole, South Pole, weather, cold</p> <p>Be able to ask simple geographical questions Know about the main physical and human features of the local area – school, Mortlake (parkland, railway line, road, shop, river, house, office) Know a wide range of places in the local community Be able to use observational skills to learn about the local area Know and explore similarities and differences between different localities - school grounds and Mortlake Green – and describe the geographical features of them Be able to use maps at a variety of scales to locate the position and simple geographical features of school, Mortlake, London, England, the UK Be able to use secondary sources to obtain simple geographical information (maps, plans, photos, Google Earth) Be able to make maps and plans using pictures and symbols (plan an improved playground) Be able to express views on the attractive and unattractive features of an environment (playground)</p>	<p>PK: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (Mortlake and New Delhi, India)</p> <p>H&P G: 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 – India</p> <p><i>Use basic geographical vocabulary:</i> Human, physical, Spring, Summer, Autumn, Winter, continent, country, capital city, United Kingdom, Europe, India, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, New Delhi, Asia, Equator, beach, cliff, coast, forest, hill, mountain, sea, ocean, season, weather, village, town, city, factory, farm, harbour, port,</p> <p>Be able to name and locate the four countries and capital cities of the UK and its surrounding seas (England – London, Wales – Cardiff, Scotland –Edinburgh, Northern Ireland – Belfast, English Channel, North Sea, Irish Sea, Atlantic Ocean) Know about the main physical and human features of New Delhi. Know about physical and human similarities and differences between the UK and India, Mortlake and New Delhi. Know that people can harm or improve the environment - begin to develop an understanding of <i>environmental awareness</i> and responsibility Know about the weather and climatic conditions in the UK and India and understand how they affect the environment and the lives of people living there (clothing) Know and locate the Equator, North Pole and South Pole Understand the affect the Equator has on climate</p>	<p>areas of the world in relation to the Equator (and the North and South Poles) – Spain</p> <p>GS&F: Use aerial photographs to recognise landmarks and basic human and physical features (of Spain)</p> <p>GS&F: Use simple locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map (link to maths)</p> <p><i>Use basic geographical vocabulary:</i> World, map, atlas, globe, continent, country, England, Wales, Scotland, Northern Ireland, Europe, Spain, soil, vegetation, field, coast, cliff, forest, mountain, river, season, weather, climate</p> <p>Be able to locate the UK, England, Wales, Scotland and Northern Ireland on maps, atlases and globes (geographical skills) Be able to locate Spain, Europe on maps, atlases and globes Know about weather and climatic conditions and how they affect the environment and the lives of people living in Spain Be able to compare the weather and climatic conditions of Spain to the UK Understand the affect the Equator has on climate Be able to use locational and directional language to describe the location of features and routes on a map (link to maths)</p>
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	<p>Know that the North and South Pole are cold (link to English)</p> <p>Understand where Mortlake is in relation to the UK</p>	<p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context (UK to India)</p> <p>Be able to use secondary sources to obtain simple geographical information (maps, plans, photos, Google earth)</p> <p>Understand the similarities and difference between London and New Delhi</p>	<p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>Be able to use secondary sources to obtain simple geographical information (maps, atlases, plans, photos, Google earth, globes)</p> <p>Be able to communicate their geographical understanding in a variety of ways</p> <p>Understand how weather and climate affects people's lives</p>
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<p>Year 2</p>	<p><u>The Circus is Coming to Town</u></p> <p>GS&F: Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map</p> <p>GS&F: 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</p> <p><i>Use basic geographical vocabulary:</i> Compass, direction, north, south, east, west, near, far, left, right, distance, map, plan, symbol, key, area, beach, cliff, coast, forest, hill, mountain, city, town, village, animal, land, sea</p> <p>Be able to use secondary sources to obtain simple geographical information (books, pictures, film, the internet and people to find out about layout of a travelling circus)</p> <p>Know about how land and buildings are used in particular localities – travelling circus</p> <p>Be able to make maps and plans of real (Circus Maximus – linked to history) and imaginary (own circus) places, using a simple key</p> <p>Be able to use simple compass directions and locational and directional language to describe their circus map</p> <p>Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context – identify on a map where typical circus animals originate from</p>	<p><u>Buildings (Cross-curricular with history)</u></p> <p>GS&F: 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</p> <p><i>Use basic geographical vocabulary:</i> <i>London, England, Britain, United Kingdom, aerial photograph, landmark, environment, map, symbols, key, building, river, city, town, village, house, factory, farm, office, shop</i></p> <p>Be able to use secondary sources (aerial photographs and plans) to obtain simple geographical information</p> <p>Know about the main physical and human features of particular localities – (link to history) London in 1666 compared to London now</p> <p>Know about how land and buildings are used in particular localities - London in 1666 and the impact of the Great Fire of London</p> <p>Be able to make a map of London in 1666 using a key</p> <p>Understand how the Great Fire affected human and physical features of London</p> <p><u>We Are What We Eat</u></p> <p>Host Country: Australia</p> <p>LK: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (where in the UK is food grown – why?)</p> <p>GS&F: Use world maps, atlases and globes to identify the UK and its countries, as well as other countries (India, Spain, Australia), continents (Asia, Europe) and oceans</p>	<p><u>The Earth – Our Home</u></p> <p>No content in IPC unit</p> <p>LK: Name and locate the world’s seven continents and five oceans</p> <p>GS&F: 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 (link to habitats)</p> <p>H&P G: 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 (link to statistics in maths)</p> <p><i>Use basic geographical vocabulary:</i> Continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean/Antarctic Ocean, Arctic Ocean, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, climate</p> <p>Be able to name and locate the world’s seven continents and five oceans</p> <p>Be able to name, locate and identify characteristics of the seas surrounding the UK</p> <p>Be able to collect, analyse and communicate with a range of data gathered through fieldwork (Local area study of Mortlake - habitats)</p> <p>Know the habitats and micro-habitats in the local area</p>
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	<p>(elephant, tiger, lion, chimpanzee, horse – link to P4C debate on the use of animals in a circus)</p> <p>Understand how to use symbols to create a key</p>	<p>PK: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (Sydney)</p> <p>H&P G: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Australia and the impact climate has on growing food)</p> <p>Use basic geographical vocabulary: Country, capital city, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, United Kingdom, Europe, English Channel, North Sea, Irish Sea, Atlantic Ocean, river, soil, valley, vegetation, season, weather, factory, farm, port, harbour, shop</p> <p>Be able to name and locate the four countries and capital cities of the UK and its surrounding seas (England – London, Wales – Cardiff, Scotland –Edinburgh, Northern Ireland – Belfast, English Channel, North Sea, Irish Sea, Atlantic Ocean – taught in Year 1 but will need frequent revision) Be able to identify key characteristics of the four countries and capital cities of the UK Be able to locate countries and continents they've previously learnt about on maps, atlases and globes Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there (growing food) Know about flora and fauna native to Australia Know about similarities and differences between localities (Australia and England, London and Sydney)</p>	<p>Understand why particular animals and insects live in the local area Know about seasons and weather in the UK and how this impacts animals and insects Know and identify where the Equator, North Pole and South Pole are Understand how the Equator, North Pole and South Pole affect where animals and insects live Understand how the Equator affects seasons and weather</p> <p>Hooray Let's Go on Holiday GS&F: Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map (link to maths/computing)</p> <p><i>Use basic geographical vocabulary: Compass, directions, north, south, east, west, left, right, holiday, coast, port, harbour, shop, island, map, symbol, key, city, town, village, factory, farm, house, office, position, route, scale</i></p> <p>Be able to use simple compass directions and locational and directional language to describe a map (link to maths) Be able to communicate their geographical understanding in a variety of ways (creating a brochure of a holiday destination – link to English) Understand how and why compass directions are used to describe locations and routes</p>
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<p>Year 3</p>	<p><u>Chocolate</u></p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country and a region within South America – Bourneville in UK, Vevey in Switzerland and Esmeraldas in Ecuador</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries (UK, Switzerland, Ecuador)</p> <p>LK: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>H&P G: Describe and understand key aspects of: Physical – climate zones; rivers, mountains, vegetation, tropical, equatorial, Human – economic activity, distribution of natural resources / food, location, transport, industry,</p> <p><i>Use geographical vocabulary: Continent, country, area, atlas, border, capital city, climate zones, river, mountain, vegetation, tropical, degree of latitude, degree of longitude, equator, northern hemisphere, southern hemisphere, cash crop, fair trade, transport, industry</i></p>	<p><u>Explorers and Adventurers</u></p> <p>Host Country: Brazil</p> <p>LK: Locate the world's countries using maps to focus on the UK, Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>LK: Identify the position and significance of the Arctic and Antarctic Circle</p> <p>GS&F: Use the eight points of a compass, symbols and key to build their knowledge of the UK and the wider world</p> <p>GS&F: 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. (Field trip to local area being explorers, using compasses)</p> <p>H&P G: Describe and understand key aspects of: Physical - location, meander, cliff, ocean, valley, vegetation belts, Human – types of settlement and land use</p> <p><i>Use geographical vocabulary: Arctic, Antarctic, Arctic Circle, Antarctic Circle, magnetic pole, North Pole, South Pole, South America, altitude, cartographer, northeast, northwest, southeast, southwest, location, meander, cliff, ocean, valley, vegetation belts</i></p>	<p><u>Temples, Tombs and Treasures</u></p> <p>Host Country: Egypt</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>H&P G: Describe and understand key aspects of: Physical – floodplain, rivers Human - types of settlement and land use, economic activity including trade links, distribution of food – River Nile</p> <p><i>Use geographical vocabulary: Continent, Africa, Egypt, River Nile, floodplain, climate, rural, urban, trade, crops, distribution, natural, settlement, pyramid, desert, pollution, meander, water,</i></p> <p>(Recap)Be able to use maps, atlases, globes and Google Earth to locate and describe features of countries already studied (Switzerland, Ecuador, Brazil)</p> <p>Be able to use maps, atlases, globes and Google Earth to locate and describe features of Egypt</p> <p>Be able to use geographical language to compare maps of Egypt today with maps of Ancient Egypt (link to history)</p> <p>Be able to use computer mapping (Digimaps) to find out about Egypt</p> <p>Know that The River Nile was the main reason people were able to settle in Egypt and the reasons why</p>
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	<p>Recap from KS1: Know the name and location of the four countries and capital cities of the UK and their surrounding seas</p> <p>Be able to ask and respond to geographical questions</p> <p>Know where the UK, Switzerland and Ecuador are on a map/atlas</p> <p>Know about the weather and climatic conditions in Switzerland and Ecuador and how they affect the environment and the lives of people living there</p> <p>Know that cacao trees grow in Equatorial countries where the climate is hot and wet and the soil is fertile</p> <p>Know how Bourneville was purpose built to facilitate the manufacturing of chocolate in the Cadbury factory</p> <p>Know that Ecuador is a major producer of cacao and Switzerland is a major manufacturer of chocolate and the reasons for this</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of Ecuador and Switzerland</p> <p>Be able to create maps to compare the major producers of cacao with the major manufacturers of chocolate and the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Be able to debate the advantages and disadvantages of cash crops</p> <p>Be able to recognise that different people hold different views about an issue</p> <p>Understand what it means to be fair trade</p>	<p>Know and locate all UK countries, capital cities and some other major cities</p> <p>Be able to plan a fieldwork enquiry</p> <p>Be able to make fieldwork sketches/diagrams</p> <p>Be able to use fieldwork instruments e.g. camera, rain gauge</p> <p>Be able to use eight points of a compass (practical activity)</p> <p>Be able to make maps and plans with clear symbols and key</p> <p>Understand how to conduct a geographical fieldwork enquiry</p> <p>Know and locate some countries and cities within South America, including Ecuador and Brazil and identify their key human and physical characteristics</p> <p>Know that Brazil is made up of different environmental regions (including rainforest, wetland, savannah, plateau and low mountain)</p> <p>Be able to describe key aspects of the physical (tropical and subtropical landscapes) and human (population, economic – hydroelectric and industrial, mines and fertile farmlands) geography of Brazil</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities within Brazil, including its major cities - Sao Paulo, Rio de Janeiro, Brasilia, Salvador</p> <p>Know how particular localities have been affected by human activities – The Amazon rainforest (Mining, logging, ranching, agriculture, and oil and gas extraction)</p> <p>Be able to use secondary sources to obtain geographical information</p> <p>Understand that one country can have many different environmental regions</p>	<p>Be able to describe and understand the significance of the River Nile on settlements and land use, and economic activity.</p> <p>Be able to use geographical language to compare maps of Ancient Egypt with maps of Ancient Sumer (link to history) including valley, river, settlement, food, water, transport.</p> <p>Understand the importance of the River Nile on the people of Egypt</p>
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	<p>Be able to use secondary sources to obtain geographical information Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.</p> <p>Understand how places fit into a wider geographical context</p>	<p>Be able to identify the position and significance of the Arctic and Antarctic Circle (link to North and South Pole expeditions) Know how particular localities have been affected by natural features and processes – Climate change's impact on Arctic/Antarctic (Environmental awareness)</p> <p>Understand how climate change affects the environment</p>	
Year 4	<p>Fashion</p> <p>LK: Name and locate counties and cities of the United Kingdom</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links - how we transport materials to India/China and across Europe.</p> <p><i>Use geographical vocabulary: county, largest counties - Yorkshire, Lincolnshire, Devon, Norfolk, local counties - Greater London, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire,</i></p>	<p>Active Planet Host Country: USA – Hawaii</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Naples, Italy) and a region within North America (Hawaii, USA)</p> <p>GS&F: Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate Zones, biomes and vegetation belts, volcanos and earthquakes.</p> <p><i>Use geographical vocabulary: contour line, elevation, geographic coordinates, northeast, northwest, southeast, southwest, volcano, eruption, earthquake, tectonic plates,</i></p>	<p>Saving the World Host Country: Borneo</p> <p>LK: Locate the world's countries concentrating on key physical and human characteristics (locate where the main rainforests are in the world)</p> <p>LK: Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers (focus on the Borneo rainforest) Human geography: Types of settlement and land use and the distribution of natural resources (the lives of rainforest people and how they compare with their own, how and why the rainforest is being destroyed)</p> <p>GS&F: Use maps (including Ordnance Survey maps), atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>



	<p><i>Berkshire, economic, trade links, transport, Europe, Russia</i></p> <p>Be able to name and locate counties and cities in the UK (building on previous learning on capital cities) linking to clothing industry where relevant Be able to compare fashion in Wales, Scotland, Northern Ireland and England Be able to measure straight line distances using the appropriate scale Be able to use Ordnance Survey maps of UK Know that France is one of the leading countries for the fashion industry Be able to use maps and atlases to locate European countries and their links with fashion (France, Italy, Spain, Sweden, Netherlands) Be able to use maps, atlases, globes and computer mapping (Digimaps) to locate countries and describe their features (China, India, France) Know that China is the world's biggest producer and supplier of silk in the world and understand why this is Know that India is the largest producer of cotton in the world and understand why this is Be able to describe and understand trade links between UK and India (cotton), China (silk), Europe. Know about some of the similarities and differences between countries Know where some of our popular brands of clothing and sporting equipment are made.</p>	<p><i>geographic coordinates, northeast, northwest, southeast, southwest</i></p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to locate Naples, Italy, Hawaii and USA on maps and atlases Be able to identify human and physical features of Naples Be able to identify human and physical features of Hawaii Be able to compare key geographical similarities and differences between Naples and Hawaii Be able to describe and understands the impact and effect of volcanic eruptions on people and places Be able to describe and understand the impact and effect of earthquakes on people and places Understand why people live in areas affected by volcanoes and earthquakes Understand that tectonic activity shapes the geography of certain areas Be able to use the eight points of a compass (recap from Year 3) Be able to use four figure grid references, symbols and key to develop knowledge of Naples and Hawaii Be able to use secondary sources to obtain geographical information Be able to use geographical terms Be able to make simple maps and plans of familiar locations</p>	<p><i>Use geographical vocabulary: International date line (IDL), meridian, time zone, pollution, tropical, temperate, Tropic of Cancer, Tropic of Capricorn, deforestation, hemisphere, equator</i></p> <p>Be able to name and locate some rainforests around the world Know that rainforests are mainly located between latitudes of 23.5N (The Tropic of Cancer) and 23.5S (the Tropic of Capricorn). Know that tropical rainforests are located near the equator and the reasons why Be able to identify why rainforests are where they are using language related to latitude, longitude, Tropics of Cancer and Capricorn, equator Know how particular localities have been affected by human activities - deforestation Know how the nature of particular localities (rainforests) affect the lives of people Be able to compare their own lives with the lives of people living in/near the Borneo rainforest (The Rainforest Trust videos of children's lives) Know about conservation efforts in Borneo Be able to express views on the features of an environment and the way it is being harmed or improved Be able to use secondary sources to obtain geographical information</p>
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	<p>Understand trade links between the UK and other countries</p>	<p>Understand how particular localities have been affected by natural features and processes.</p>	<p>Understand how places fit into a wider geographical context</p> <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>Understand the impact of deforestation on people and places</p>
Year 5	<p><u>Go with the Flow (Autumn 1)</u></p> <p>H&P G: Describe and understand key aspects of physical geography: rivers and the water cycle</p> <p>H&P G: Describe and understand key aspects of human geography: economic activity including trade links and the distribution of natural resources (using waterways)</p> <p>GS&F: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (River Thames trip)</p>	<p><u>The Great, The Bold and The Brave</u> Host Country: Greece/Italy</p> <p>LK: 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 (Italy and Greece)</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of regions in European countries (Rome and Athens)</p> <p>H&P G: Describe and understand key aspects of human geography: types of settlement and land use, economic</p>	<p><u>Earth as an Island</u></p> <p>Home Country focus: UK</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in Europe and a region within North or South America (Lundy, Jamaica and Sicily)</p> <p>LK: Name and locate counties and cities of the United Kingdom, key topographical features and land use patterns; and understand how some of these aspects have changed over time</p>

	<p><i>Use geographical vocabulary:</i></p> <p><i>Altitude, antipodes, azimuth, crater, canyon, micro-deltas, sediment, meander, braided channels, erosion, deltas, water cycle, flood, drought</i></p> <p>Be able to use a variety of sources to gather geographical information</p> <p>Be able to describe, understand and explain the key processes of the water cycle</p> <p>Be able to identify the features of a river system</p> <p>Be able to locate rivers on a map and identify the different stages, from sea to source</p> <p><i>Understand the role of watersheds in the collection and movement of precipitation into rivers and lakes</i></p> <p><i>Understand how the fast flowing river water erodes the rock beneath and causes a V-shaped valley, often with interlocking spurs</i></p> <p><i>Understand how the different flow-speeds of a mature river erode the bank and deposit sediment, creating meandering bends and sometimes ox-bow lakes</i></p>	<p>activity including trade links, the distribution of natural resources including energy, food minerals and water</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Use geographical vocabulary: analemma, settlement, distribution, trade links, migration, refugee, invasion, economic</i></p> <p>Be able to locate Italy and Greece on a map and describe their key physical and human characteristics</p> <p>Be able to locate major cities in Italy and Greece on a map</p> <p>Be able to describe similarities and differences between UK and Greece</p> <p>Be able to describe similarities and differences between Rome and Athens</p> <p>Be able to use maps of the ancient Roman Empire to locate countries and describe their features</p> <p>Know about ways in which the lives of people in Greek and Roman civilisations have affected each other</p> <p>Be able to compare and contrast two ancient civilisations</p> <p>Be able to describe geographical similarities and differences between Roman Britain and modern Britain</p>	<p>LK: Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>H&P G: Describe and understand key aspects Human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food minerals and water.</p> <p>GS&F: Use the eight points of a compass, 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</p> <p><i>Use geographical vocabulary: bathymetry, topography, tributary, contour line, physical/human features, scale elevation, geographic coordinates, northeast, northwest, southeast, southwest, biodiversity, equator, Northern/Southern Hemisphere, Tropics of Cancer/Capricorn, Prime/Greenwich, environment, biomes, vegetation</i></p> <p>Be able to name and locate islands around the world (including Lundy, Jamaica and Sicily)</p>
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	<p>Be able to investigate the characteristics of the River Thames and its surrounding landscape using maps and satellite photos</p> <p>Be able to collect and record evidence to answer geographical questions</p> <p>Know how rivers erode, transport and deposit materials</p> <p>Know how people affect the environment</p> <p>Know the different ways water is used</p> <p>Know how rivers have been used for economic activity</p> <p>Be able to discuss the effects of human impact on floodplains</p> <p>Understand the impact of floods and drought</p> <p>Be able to describe the causes of river pollution and the effect it has on the environment</p> <p>Understand the importance of flood management systems and discuss how to improve life on a floodplain</p> <p>Understand why rivers are important</p>	<p>Be able to explain the reasons why countries invade other countries (including settlements, economic activity)</p> <p>Be able to identify the reasons for migration</p> <p>Be able to describe what happens to refugees</p> <p>Be able to explain how the lives of people in one country or group are affected by others</p> <p>Be able to make suggestions of how nations can work together</p> <p>Understand that there is value both in the similarities and differences between different countries</p> <p>Understand some of the reasons for migration</p>	<p>Know about the main physical and human features and environmental issues in particular localities – Lundy, Jamaica and Sicily</p> <p>Be able to compare the physical and human features of Lundy, Jamaica and Sicily</p> <p>Be able to use their geographical knowledge to create a map of their own Island, including clear symbols and a key for human and physical features</p> <p>Be able to name and locate UK counties and cities (building on Year 4)</p> <p>Be able to locate where Anglo-Saxon invasions and settlements happened <i>this is history</i></p> <p>Be able to use and interpret globes and maps in a variety of scales</p> <p>Be able to use eight points of a compass and six figure grid references</p> <p>Be able to use Ordnance Survey maps to find the answer to geographical questions</p> <p>Know how Anglo-Saxons used natural resources to make their settlements safe and self-sufficient <i>this is history</i></p> <p>Understand why the Anglo-Saxons wanted to invade and settle in Britain – <i>this is history</i></p>
Year 6	<p>World War 2</p> <p>Autumn 1: UK learning</p>	<p>Spring 2: The Holiday Show</p> <p>Host Country: France</p> <p>LK: Locate the world's countries, using maps to focus on Europe and North and South America concentrating on</p>	<p>Climate Control</p> <p>Host Country: Haiti</p> <p>H&P G: Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>

	<p>LK: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns; and <u>understand how some of these aspects have changed over time.</u></p> <p>GS&F: Use the eight points of a compass, 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.</p> <p>Autumn 2: wider world learning</p> <p>LK: Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities (location of countries involved in the war)</p>	<p>their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Cornwall), a region in a European country (Provence, France) and a region within South America (Aruba) (popular holiday destinations)</p> <p>LK: 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).</p> <p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><i>Use geographical vocabulary: All continents and all countries studied, destination, tourism, coastal, coastline, peninsula, English Channel, cliff, islet, cove, bay, urban, rural,</i></p>	<p>earthquakes – how climate change has affected these over time</p> <p>H&P G: Describe and understand key aspects of human geography: 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>GS&F: 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. (Focus for the term)</p> <p><i>Use geographical vocabulary: climate zone, biome, drought, settlement, climate change, global warming, deforestation, estuary, floodplain, meander, pollution, atmosphere, biodegradable</i></p> <p>Know the difference between weather and climate Understand the causes and effects of climate change Know how people affect the environment Know about the main physical and human features and environmental issues in particular localities Be able to use Google Earth to view the local area</p>
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	<p>GS&F: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><i>Use geographical vocabulary: nation, migration, emigrant, immigrant, evacuation, cause and effect, rural, urban, largest counties - Yorkshire, Lincolnshire, Devon, Norfolk, local counties - Greater London, Surrey, Kent, Essex, Hertfordshire, Buckinghamshire, Berkshire,</i></p> <p>Autumn 1: Be able to locate towns and cities in the UK targeted in the Blitz (London, Liverpool, Hull, Bristol, Cardiff, Belfast, Glasgow, Birmingham, Manchester, Sheffield) and understand why they were targeted</p> <p>Be able to locate areas of the UK affected in the Battle of Britain</p> <p>Know the reasons why children were evacuated from UK cities to rural areas</p> <p>Be able to locate UK cities and rural areas on maps</p> <p>Be able to compare the human and physical characteristics of cities and rural areas</p> <p>Be able to make plans and maps in a variety of scales using symbols and keys</p>	<p>Be able to locate countries in Europe and North and South America that are popular holiday destinations and identify cities within them</p> <p>Be able to describe the key physical and human characteristics of popular holiday destinations</p> <p>Know about similarities and differences between particular localities</p> <p>Be able to compare a holiday destination in the UK with a holiday destination in Europe and a holiday destination in North or South America</p> <p>Know about the main physical and human features and environmental issues in particular localities</p> <p>Know how people affect the environment</p> <p>Be able to describe the impact of tourism on an area</p> <p>Be able to 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 (all has been covered previously but check retained)</p> <p>Be able to use and interpret atlases, globes and maps in a variety of scales</p> <p>Be able to make plans and maps in a variety of scales using symbols and keys (map of a holiday destination for their brochure)</p> <p>Understand how and why places become popular holiday destinations</p> <p>Understand tourism in the local area</p>	<p>Know how land is used in the local area</p> <p>Be able to record using sketches, plans and photographs</p> <p>Know how climate change impacts the local community</p> <p>Be able to suggest ways to make the school 'greener'</p> <p>Be able to collect and record evidence to answer geographical questions</p> <p>Be able to suggest improvements to recycling in school</p> <p>Be able to explore the effects of climate change on our planet (flora, fauna, weather patterns, human activity)</p> <p>Be able to research extreme weather events and share their knowledge in different ways</p> <p>Know that many wildlife habitats are under threat because of rising sea levels and changing temperatures and suggest ways to improve this</p> <p>Understand the human activities which are most responsible for climate change</p> <p>Be able to make predictions about the future impact of climate change</p> <p>Understand the impact of individual and collective behavioural changes on climate</p> <p>Be able to observe, measure, record and present the effects of climate change on London</p> <p>Understand climate change as a shift in long term weather patterns caused by global warming</p> <p>Understand the impact of climate change in the local area</p> <p>Understand the impact of burning fossil fuels, deforestation and the destruction of biodiversity</p>
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	<p>Understand why certain areas were targeted in the Blitz</p> <p>Autumn 2: Know which countries were allied and axis powers in WW2</p> <p>Be able to identify where allied and axis countries are located on a map (including France, Russia, Poland, US, Canada, Brazil, Germany, Italy, Hungary)</p> <p>Be able to create digital maps using powerpoint/Google slides</p> <p>Know how the features of these localities influence the nature of human activities within them (war zones)</p> <p>Know how people affect the environment</p> <p>Be able to use a variety of sources to gather geographical information</p> <p>Be able to use and interpret globes and maps in a variety of scales</p> <p>Be able to explain how places are linked through movement of goods and people</p> <p>Understand how we can use maps to find out about the history of a location</p>		
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