

# Hitherfield Curriculum Overview: Geography

Year 1 Term 2: Hitherfield	Year 1 Term 4: India	Year 1 Term 6: Leigham Vale
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</li> <li>- Know what different human and physical features are on the school site (observational skills) - Nature area (trees, ponds, plants, grass, edible playground), Buildings, The Avenue - hill/slope.</li> <li>- Know how to use a plan and aerial photographs to identify what parts of the school are in the N,S,E+W of the school site.</li> <li>- Know how to draw a map of the school, using a key to identify the library, nursery, reception, Year 1 classes, school entrance gates and the play spaces.</li> <li>- Know how to use locational and directional language (near, far, left, right) to describe locations in the school.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills</li> <li>- use simple compass directions</li> <li>- use locational and directional language</li> <li>- describe the location of features on a map</li> <li>- use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- devise a simple map and use and construct basic symbols in a key</li> <li>- recognise key human and physical features</li> <li>- use basic geographical vocabulary to refer to key physical features e.g. hill</li> </ul> <p><b>Vocabulary</b></p> <p>North, South, East, West, compass, near, far, left, right, map, key, hill</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the four points of the compass?</li> <li>- Can you face North, South etc?</li> <li>- What are the key human and physical features of the school site?</li> <li>- Can you identify those key features on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the four seasons of Streatham (UK) and the typical weather patterns associated with them (Spring, Summer, Autumn, Winter).</li> <li>- Know that the temperature typically gets warmer during the day and cooler at night.</li> <li>- Know that different parts of the world can be hot or cold, specifically the poles and the equator.</li> <li>- Know that India is a different country and that it is located closer to the equator than the UK</li> <li>- Know that Mumbai is a city in India and that Streatham is in London</li> <li>- Know that Mumbai has a Monsoon season which is very wet and that it is generally hotter than London</li> <li>- Know that Mumbai and London are built up cities with large populations.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the poles and the equator.</li> <li>- understand geographical similarities and differences through studying the physical geography two areas</li> <li>- use basic geographical vocabulary to refer to the season and weather and compare two places</li> </ul> <p><b>Vocabulary</b></p> <p>Spring, Summer, Autumn, Winter, Monsoon, North Pole, South Pole, Equator, India, Mumbai, London, United Kingdom, weather</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Explore the effect of changing seasons on the natural world around them e.g. weather, plants, animals etc</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the four seasons of the UK and what are the associated weather patterns?</li> <li>- What part of the day is it likely to be hotter/colder?</li> <li>- What is the weather like at the Equator and the poles?</li> <li>- Can you describe any difference between the seasons and weather in London and Mumbai?</li> <li>- Can you describe something that London and Mumbai have in common?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</li> <li>- Know what different human and physical features are along Leigham Vale (observational skills) - Hitherfield Primary School, Houses, Railway line and bridge, shops and post office.</li> <li>- Know how to use a plan and aerial photographs to identify what features of Leigham Vale are in the N,S,E+W of the road.</li> <li>- Know how to draw a map of Leigham Vale using a key to identify Hitherfield Primary School, Houses, Flats, trees, Railway line and bridge, roundabout, builders yard, shop and post office.</li> <li>- Know how to use locational and directional language (near, far, left, right) to describe locations along Leigham Vale.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills</li> <li>- use simple compass directions</li> <li>- use locational and directional language</li> <li>- describe the location of features on a map</li> <li>- use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- devise a simple map and use and construct basic symbols in a key</li> <li>- recognise key human and physical features</li> <li>- use basic geographical vocabulary to refer to key human features e.g. railway bridge</li> </ul> <p><b>Vocabulary</b></p> <p>North, South, East, West, compass, near, far, left, right, map, key, houses, railway line, bridge</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the four points of the compass?</li> <li>- Can you face North, South etc?</li> <li>- What are the key human and physical features of the school site?</li> <li>- Can you identify those key features on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you identify key features of Leigham Vale on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> <li>- Can you describe which features are at the North/South/East/West of the road?</li> </ul>

Year 2 Term 2: The United Kingdom	Year 2 Term 4: Jamaica	Year 2 Term 6: Streatham (High Road)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find Europe and the United Kingdom</li> <li>- Know the 4 countries that make up the United Kingdom and their capital cities</li> <li>- Know the main mountainous areas of the UK - Scottish Highlands, Peak District and Snowdonia</li> <li>- Know the seas around the UK - Irish Sea, North Sea, English Channel and Atlantic Ocean and the main rivers -The Thames, The Severn, River Forth.</li> <li>- Know how to find key human and physical geographical features of the UK using maps, atlases and globes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its 4 countries</li> <li>- name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom and surrounding seas</li> <li>- Find human and physical geographical features on a map</li> <li>- use basic geographical vocabulary to refer to key human and physical features</li> </ul> <p><b>Vocabulary</b></p> <p>map, globe, atlas, country, United Kingdom, capital city, Europe, continent, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, coast, forest, hill, mountain, sea, ocean, river, valley, city</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the four points of the compass?</li> <li>- What are the key human and physical features of the school/Leigham Vale?</li> <li>- Can you identify those key features on a map?</li> <li>- Can you describe where those features are in relation to each other?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the 4 countries in the UK and their capital cities? Can you find them on a map?</li> <li>- What are the main mountainous areas of the UK?</li> <li>- What seas surround the United Kingdom?</li> <li>- Can you find key human and physical features of the UK on a map? Can you describe these features?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find North and South America and Jamaica</li> <li>- Know where Jamaica is in relation to the UK, the poles and the equator</li> <li>- Know the names and locate the world's seven continents and five oceans</li> <li>- Know that Kingston is the capital city of Jamaica and locate it on a map of Jamaica.</li> <li>- Know the main geographical features - beaches, cliff, forests, hills and mountains, town, village - and locate them on a map of Jamaica</li> <li>- Know some differences and similarities between Jamaica and the UK: seasons, weather, towns and cities</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify a country</li> <li>- name, locate and identify characteristics of a country and the capital city and surrounding seas</li> <li>- Find human and physical geographical features on a map</li> <li>- use basic geographical vocabulary to refer to key human and physical features</li> </ul> <p><b>Vocabulary</b></p> <p>North and South poles, Equator, North America, South America, Europe, Asia, Africa, Australia, Antarctica, Jamaica, beach, cliff, coast, forest, hill, mountain, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean, season and weather</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you find the UK on a map/globe/atlas?</li> <li>- What are the main mountainous areas of the UK?</li> <li>- What seas surround the United Kingdom?</li> <li>- Can you find key human and physical features of the UK on a map? Can you describe these features?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the 7 continents?</li> <li>- What are the 5 oceans?</li> <li>- Can you describe any human and physical features that are different between Jamaica and the UK?</li> <li>- Can you describe any human and physical features that are similar between Jamaica and the UK?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 4 point compass directions (N,S,E,W) and how they relate to each other.</li> <li>- Know what different human and physical features are along Streatham High Road (observational skills) - Different shops, cinema, railway stations, bus depot, restaurants, Streatham Common, trees and planters and main road junctions</li> <li>- Know how to use a plan and aerial photographs to identify what features of Streatham High Road are in the N,S,E+W of the road.</li> <li>- Know how to draw a map of Streatham High Road using a key to identify the shops, cinema, railway stations, bus depot, restaurants, Streatham Common and main road junctions</li> <li>- Know how to use locational and directional language (near, far, left, right) to describe locations along Leigham Vale.</li> <li>- Know that the different types of shops reflect the different ethnic communities that make up Streatham.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use simple fieldwork and observational skills</li> <li>- use simple compass directions</li> <li>- use locational and directional language</li> <li>- describe the location of features on a map</li> <li>- use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- devise a simple map and use and construct basic symbols in a key</li> <li>- recognise key human and physical features</li> <li>- use basic geographical vocabulary to refer to key human features</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Human and physical features North, South, East, West, map, key, aerial photo, compass, shops, cinema, railway stations, bus depot, restaurants, Streatham Common, road junctions</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you identify key features of Leigham Vale on a sketch map/plan?</li> <li>- Can you describe where those features are in relation to each other?</li> <li>- Can you describe which features are at the North/South/East/West of the road?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you describe some human features of Streatham High Road?</li> <li>- Can you describe some physical features of Streatham High Road?</li> <li>- Where is Streatham Common located on the High Road (South)?</li> <li>- Where is the bus depot located on the High Road (North)?</li> </ul>

Year 3 Term 2: Brazil/The Amazon (South America Study)	Year 3 Term 4: Tanzania - Kilimanjaro (Volcanoes)	Year 3 Term 6: The River Thames
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find Brazil and South America.</li> <li>- Know what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are, what their significance is and how to locate them on a map, atlas and globe.</li> <li>- Know the key human (types of settlement and land use) and physical (climate, rainforest biome, rivers, mountains) features of Brazil and compare these to the key human and physical features of the UK.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- locate South America and Brazil on maps, atlases and globes.</li> <li>- Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn</li> <li>- Identify Brazil's environmental regions, key physical and human characteristics and major cities.</li> <li>-Identify key aspects of physical geography including: climate, biome - rainforest, rivers and mountains.</li> <li>-Identify key aspects of human geography, including: types of settlement and land use.</li> </ul> <p><b>Vocabulary</b></p> <p>United Kingdom, Europe, South America, Brazil, Thames, Amazon, biome (rainforest) vegetation, river, physical, human, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the 4 countries in the UK and their capital cities? Can you find them on a map?</li> <li>- What are the main mountainous areas of the UK?</li> <li>- What seas surround the United Kingdom?</li> <li>- Can you find key human and physical features of the UK on a map? Can you describe these features?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is Brazil part of? Can you find it on a map?</li> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant?</li> <li>- Can you compare the physical characteristics of Brazil and the UK? (rainforest biome, rivers, mountains)</li> <li>- Can you compare the human characteristics of Brazil and the UK? (types of settlement and land use)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and digital technologies to identify Africa, Tanzania and Kilimanjaro</li> <li>- Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator.</li> <li>- Know, define and label physical aspects of a volcano, including the different shapes a volcano can be and how this affects how an active or dormant volcano erupts.</li> <li>- Know the difference between active, dormant and extinct volcanoes.</li> <li>- Know some tectonic plates, some countries and cities where volcanoes are situated using appropriate keys and symbols.</li> <li>- Know how tectonic plate activity creates a volcano.</li> <li>- Know some of the pros and cons of living in a volcanic region.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate a country using maps, concentrating on it's environmental regions, key physical and human characteristics and major cities</li> <li>- Describe and understand key aspects of physical geography</li> <li>- volcanoes</li> </ul> <p><b>Vocabulary</b></p> <p>Tanzania, Africa, Kilimanjaro, Volcano, Crust, Lava, Magna, Throat, Vent, Crater, Flow, Conduit, Ash, Ash cloud, cone, lava, Dome, Shield, Pressure, Eruption, tectonic</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are?</li> <li>- Can you use a map, atlas and digital technologies to locate the continents of Europe and South America?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is Tanzania part of? Can you find it on a map?</li> <li>- What are the different types of volcanoes?</li> <li>- Can you name other volcanoes and where they are?</li> <li>- What are some of the pros and cons to living near a volcano?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics</li> <li>- Name some of the world's most famous rivers</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle</li> <li>- Locate some of the world's most famous rivers on maps</li> <li>- Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied</li> <li>- Use atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>- Understand and describe key physical features of a river</li> <li>- Name and locate key topographical features of rivers of the UK and understand how some of these aspects have changed over time</li> </ul> <p><b>Vocabulary</b></p> <p>channel, upper course, middle course, lower course, source, delta, estuary, floodplain, meander, mouth, tributaries</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you describe where the Amazon River is?</li> <li>- Can you name the main rivers of the UK?</li> <li>- Where in the UK is the River Thames?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Where is the source of the River Thames?</li> <li>- What is an estuary and a delta?</li> <li>- Where are the River Severn and the River Forth?</li> <li>- How have the topographical features of the land around rivers changed?</li> </ul>

Year 4 Term 2: France/The Alps (European Study)	Year 4 Term 4: Earthquakes	Year 4 Term 6: The UK in the World
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find Europe, France and the United Kingdom and describe this in relation to the Equator, Northern Hemisphere and Southern Hemisphere</li> <li>- Know, identify and highlight on various maps the main cities, rivers and mountains of France - Paris, Bordeaux, Lyon, Marseille, the Seine, the Garonne, the Rhone and the Loire, the Alps, and the Pyrenees.</li> <li>- Know how to locate Snowdonia (Eryri) and the French Alps on a map and identify the mountains' key human and physical features (altitude, climate, location, economic activity/types of tourism, valleys and peaks).</li> <li>- Know some differences and similarities between the human and physical geography of Snowdonia (Eryri) and the French Alps.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate specific locations using maps, atlases, globes and digital technologies.</li> <li>- Identify environmental regions, key physical and human characteristics and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</li> <li>- describe and understand key aspects of physical geography, including: climate zones, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul> <p><b>Vocabulary</b></p> <p>France, Snowdonia, The Alps, Mont Blanc, mountains, valley, climate zones, altitude, economic, tourism</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant?</li> <li>- Can you describe the physical characteristics of the UK?</li> <li>- Can you describe the human characteristics of the UK?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is France part of? Can you find it on a map? What are the main cities, rivers and mountains?</li> <li>- Can you explain the meaning of longitude and latitude?</li> <li>- Can you locate Snowdonia and the Alps on a map?</li> <li>- Can you describe some similarities and differences between the human and physical geography of Snowdonia (Eryri) and the French Alps?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know and locate the tectonic plates and label where some earthquakes have been known to take place - Ring of Fire, Mid-Atlantic ridge</li> <li>- Know how to use maps, atlases and globes to locate the areas most prone to earthquakes.</li> <li>- Know how to use a map with a key and symbols to represent the earthquakes.</li> <li>- Know the cause of an earthquake (magnitude/ Richter scale)</li> <li>- Know some of the effects of an earthquake on human and physical aspects.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate specific locations using maps, atlases, globes and digital technologies.</li> <li>- Describe and understand key aspects of physical geography</li> <li>- volcanoes</li> </ul> <p><b>Vocabulary</b></p> <p>Tectonic plate, Friction, Shockwave, Magnitude, Richter scale, Ring of Fire, Mid-Atlantic ridge</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Can you use maps, atlases, globes and digital technologies to locate the continents and oceans?</li> <li>- Can you name some volcanoes and where they are?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is a tectonic plate?</li> <li>- Can you name some of the areas of the world where earthquakes are more likely to happen?</li> <li>- What causes an earthquake?</li> <li>- How do earthquakes impact humans?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find the United Kingdom, the 7 continents, the 5 oceans and the different countries that the children have in their heritage and describe these in relation to lines of latitude, longitude Equator, Northern Hemisphere and Southern Hemisphere</li> <li>- Know the significance of the Prime/Greenwich Meridian and time zones (including day and night) across the world.</li> <li>- Know that when it is a time in the UK, it is a different time in other parts of the world - can you find out the time differences linked to countries that the children have in their heritage or they have relatives living in.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</li> <li>- identify the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Vocabulary</b></p> <p>Prime/ Greenwich Meridian, Time Zones. Longitude</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the 7 continents?</li> <li>- What are the 5 oceans?</li> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is the importance of the Prime/Greenwich Meridian?</li> <li>- When it is (eg. 10am) in London, what time is it in New York, Sydney, Delhi, etc?</li> </ul>

Year 5 Term 2 - Lambeth (Local Area Study)	Year 5 Term 4 - Tanzania	Year 5 Term 6 - Migration Why do people come to the United Kingdom?
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that the UK is split into counties and that London is split into Boroughs.</li> <li>- Know that Lambeth is a London Borough and the names of boroughs that are adjacent to Lambeth - Wandsworth, Westminster, Southwark and Croydon</li> <li>- Know the 8 points of a compass - N, S, E, W, NE, NW, SE, SW and identify where Lambeth is within the UK (SE), London (S), Europe (NW).</li> <li>- Know how to use Ordnance Survey map of London/Lambeth and identify Streatham Hill and Tulse Hill stations using the 4-figure grid reference.</li> <li>- Know some of the key features of Lambeth (commons, parks, high streets, train stations, underground stations)</li> <li>- Know how to observe, measure and record the above features of Lambeth using sketch maps, plans and digital technologies, including observing how use can change over time.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- name and locate counties and boroughs using maps</li> <li>- identify human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</li> <li>- use the 8 points of a compass, 4-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</li> <li>- use fieldwork to observe, measure record and present the human and physical features in Lambeth using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> <p><b>Vocabulary</b></p> <p>UK, counties, borough/s, Lambeth, Wandsworth, Westminster, Southwark, Croydon, Ordnance Survey map/s, grid reference</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What continent is the UK part of? Can you find it on a map? What are the main cities, rivers and mountains?</li> <li>- Can you explain the meaning of longitude and latitude?</li> <li>- Can you describe some similarities and differences between regions within the UK?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the London Boroughs adjacent to Lambeth?</li> <li>- What are the 8 compass points?</li> <li>- Can you use 4-figure grid references to locate a land use in Lambeth?</li> <li>- What do you know about the different uses of land within Lambeth?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to identify the continents and Oceans</li> <li>- Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator</li> <li>- Know the geography of Tanzania using maps and digital technologies, concentrating on the environmental regions, key physical and human characteristics, biome - savanna and major cities</li> <li>- Know the main economic activity of Tanzania (agriculture: maize, wheat, beans, cash crops - cashew nuts, coffee, tobacco. Tourism - safaris) and trade links: India, China, UAE</li> <li>- Know the stages of the water cycle and its importance in agriculture and where it is located in Tanzania</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- locate Tanzania using maps, concentrating on its environmental regions, key physical and human characteristics and major cities</li> <li>- Describe and understand key aspects of physical geography, including: climate zones, biomes (savanna), vegetation belts and the water cycle</li> <li>- Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water</li> </ul> <p><b>Vocabulary</b></p> <p>Tanzania, Africa, Indian Ocean, Dodoma, Dar es Salaam, Lake Victoria, Serengeti, safari, Eastern Rift, Western Rift, Water cycle, Evaporation, Condensation, Precipitation. Climate, trade, biome - savanna, economic,</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are condensation, evaporation and precipitation? (Covered in science in Year 4)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you name and locate continents and oceans on a map?</li> <li>- Can you name some of the key human and physical features of Tanzania?</li> <li>- Can you explain the main economic activities of Tanzania?</li> <li>- Can you explain the water cycle and how it impacts Tanzanian agriculture?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Use a variety of maps to locate and describe countries and features studied</li> <li>- Know why people migrate: economic, conflict, hunger</li> <li>- Know why the movement of people across Europe, and beyond (e.g. the old 'British Empire' and Commonwealth countries), after WW2 is linked to economic and environmental factors</li> <li>- Recognise and describe physical and human geographical features of migrational movement</li> <li>- Know that 8 point compass points and 4 figure coordinates can locate specific features on a map of Europe</li> <li>- Identify significant places and environments</li> <li>- Describe and understand key aspects of human geography, including economic activity - people leave a country to seek opportunities/flee from conflict/persecution</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- select a map for a specific purpose, finding and recognising places on maps of different scales</li> <li>- compare maps with aerial photographs</li> <li>- begin to use atlases to research other features of a specific place</li> <li>- collect and record data</li> <li>- analyse evidence and draw conclusions through comparing</li> <li>- begin to draw a variety of thematic maps based on collected data, using symbols and a key</li> <li>- begin to recognise/use OS map symbols</li> </ul> <p><b>Vocabulary</b></p> <p>Immigration/migration, conflict, war, persecution, refugee, Europe (countries of Europe), scale</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the Prime/Greenwich Meridian and time zones?</li> <li>- Name some of the countries of Europe.</li> <li>- Name some of the physical features of France.</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Why do people migrate?</li> <li>- Why was there a significant movement of people across Europe after WW2?</li> <li>- Why do maps have symbols and keys?</li> </ul>

Year 6 Term 2 - Chile (South American Study)	Year 6 Term 4 - Tanzania	Year 6 Term 6 - Migration How has migration changed Brixton?
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that Chile is a country in South America and know which countries border it (Argentina, Bolivia, Peru)</li> <li>- Know the definition of a climate zone, biome and vegetation belt and name different types.</li> <li>- Know that Chile has multiple climate zones, biomes and vegetation belts, name and locate them on a map.</li> <li>- Know key aspects of the physical Geography of Chile (climate zones, biomes, vegetation belts and rivers)</li> <li>- Know key aspects of the human Geography of Chile (types of settlement and land use and the distribution of natural resources including energy, food and water)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Locate Chile and South America on maps, atlases and globes.</li> <li>- Identify and compare a range of climate zones, biomes and vegetation belts using climate maps</li> <li>- Identify and describe key aspects of physical geography (climate zones, biomes, vegetation belts and rivers)</li> <li>- Identify and describe key aspects of human geography (economic activity including trade links, the distribution of natural resources - including energy, food and water)</li> <li>- Compare key aspects of human and physical geography in the UK and Chile.</li> </ul> <p><b>Vocabulary</b></p> <p>Biomes (rainforest, desert, savannah, woodlands, grassland, tundra), Climate zones (tropical, dry, temperate, continental, polar), vegetation belts (forest, grassland, tundra, desert, ice sheet)</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the London Boroughs adjacent to Lambeth?</li> <li>- What are the 8 compass points?</li> <li>- Can you use 4-figure grid references to locate a land use in Lambeth?</li> <li>- What do you know about the different uses of land within Lambeth?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is Chile part of? Can you find it on a map? What countries border it?</li> <li>- Can you identify and define different categories of climate zones, biomes and vegetation belts?</li> <li>- Can you describe some similarities and differences between the human and physical geography of Chile and the UK?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know what a sustainable community is (UN SDG 11 - Sustainable communities).</li> <li>- Know how the Masai are living a sustainable life - homes, lifestyles and agriculture and the challenges against this - hunting, tourism, weather/climate change</li> <li>- Know how the Masai land in Tanzania is being forcibly taken from them to create game reserves for tourists.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- identify, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains</li> <li>- identify, describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food and water.</li> </ul> <p><b>Vocabulary</b></p> <p>Sustainable, community, conflict</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Describe some of the human and physical geographical features of Tanzania.</li> <li>- What is a biome?</li> <li>- What is trade and why is it relevant to human and physical geography?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What is a sustainable community?</li> <li>- How have the Masai adapted to modern life?</li> <li>- How has tourism impacted Tanzania and the Masai?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to identify key features of Brixton</li> <li>- Know how Brixton has been influenced and changed by immigration (types of economic activity, art, historical sites, Lambeth Archives, Black Cultural Archives)</li> <li>- Know how the Windrush Generation changed human activity in Brixton.</li> <li>- Know how to use scale to measure distances between Streatham and Brixton on a map.</li> <li>- Know how to use scale to draw a map of Brixton</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4- and 6-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</li> <li>- analyse and draw conclusions from field work using comparing and explaining reasons behind similarities/differences/patterns</li> <li>- begin to draw a variety of thematic maps and plans of increasing complexity</li> <li>- use OS map and atlas symbols</li> <li>- use scale to measure distances and draw maps/plans</li> <li>- locate and describe features of places on a map, including following a route on an OS map</li> </ul> <p><b>Vocabulary</b></p> <p><i>No new vocabulary - consolidate language previously studied</i></p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Name some of the countries and cities of Europe.</li> <li>- Use technical vocabulary of human and physical geography to describe specific places in detail</li> <li>- Who was Claudio Jones (Year 4 History)</li> <li>- Who were the Windrush Generation? (Year 6 History)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- How do 6 and 4 figure grid references help us to identify and locate places/features?</li> </ul>