



## Geography Medium Term Planning

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- 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.

Y1

#### NC Aims:

- Pupils should develop knowledge about the world, the UK and their locality.
- They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation to enhance their locational awareness.

#### Geographical skills:

Skill 1: use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans of KS1.

Skill 2: Use simple compass direction (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.

Skill 3: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map and use and construct basic symbols in a key.

Skill 4: 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.

Autumn	Spring	Summer
Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.	Identify seasonal and daily weather patterns in the UK.	Use simple fieldwork and observational skills to study the geography of their school and its

	<p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Who we are?</p> <ul style="list-style-type: none"> <li>• Learn what our school is called and where it is</li> <li>• Learn where our class is on a map of the school and follow a map to key areas in the school. Using only part of school.</li> </ul> <p><b>Local walk - End of Green Wrythe Lane</b> (identify church, post office, War Memorial, Petrol Station)</p> <p>The British Isles</p> <ul style="list-style-type: none"> <li>• Learn to label the countries that make up the UK (atlas)</li> <li>• Learn about human and physical features of the UK (world maps, atlases, globes)</li> <li>• Learn to use a world map and globe to locate the UK and countries that make up the UK</li> </ul>	<p>Understand the geographical similarities and differences by studying the human and physical geography of a small areas of the UK and a small area in a contrasting non European country.</p> <p>The British Isles and America (fact file)</p> <ul style="list-style-type: none"> <li>• Learn about where the UK and America is using an atlas/world map</li> <li>• Learn to compare the key features of Carshalton and Kitty Hawk (atlas)</li> <li>• Learn about the weather where we live</li> <li>• Learn about the weather in Kitty Hawk</li> <li>• Compare the weather here and in Kitty Hawk</li> </ul>	<p>grounds and the key physical and human features of its surrounding environment. Use basic geographical vocabulary to refer to: key physical features including: cliff, beach, coast</p> <p>The British Isles and seashores</p> <ul style="list-style-type: none"> <li>• Learn to identify seaside location on a map – beach, cliff, promenade, pier. Sort into human and physical</li> <li>• Learn about the jobs people might have at the seaside – seasonal, fishing tourism</li> </ul> <p><b>Field trip to seaside – Littlehampton</b></p>
Key Vocabulary	England, Northern Ireland, Scotland, Wales, countries, seas, capital cities, London, Cardiff, Belfast, Edinburgh, atlas, map, globe	aerial photos, Carshalton, Kitty Hawk, North Carolina, Surrey, sea, beach, trees, parks, buildings, houses, roads, school	beach, cliff, sea, promenade, tourism, pier, industry
Knowledge	<ol style="list-style-type: none"> <li>1. What are the 4 countries and capital cities on the UK? (skill 1)</li> <li>2. Use the 4 compass points to describe where the 4 capital cities are in relation to each other. (skill 2)</li> <li>3. What are the seas around the UK called? (skill 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is Carshalton and where is Kitty Hawk? (skill 1)</li> <li>2. What are some of the landmarks of Carshalton and Kitty Hawk include Muschamp and Kitty Hawk Elementary School? (skill 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the coasts of the UK? (skill 1 and skill 3)</li> <li>2. What are the human features of the seaside? (skill 3)</li> <li>3. What are the physical features of the seaside? (Skill 3)</li> </ol>

	<p>4. What are the physical features of the UK? (skill 3 and skill 1)</p> <p>5. What are the human features of the UK? (skill 3 and skill 1)</p> <p>6. Where is the lunch hall? (skill 4)</p>	<p>3. What are some of the physical and human features of Carshalton and Kitty Hawk? (skill 3 and skill 1)</p> <p>4. What is the weather like in Carshalton? (skill 4)</p> <p>5. What is the weather like in Kitty Hawk?</p> <p>6. How is the weather similar and different?</p>	<p>4. Use simple compass points to describe where 4 seaside locations are in relation to London. (skill 2)</p>	
Y2	<p>NC Aims:</p> <ul style="list-style-type: none"> <li>● Pupils should develop knowledge about the world, the UK and their locality.</li> <li>● Pupils should develop contextual knowledge of the location of globally significant places.</li> <li>● They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation to enhance their locational awareness.</li> </ul>			
<p>Geographical Skills:</p> <p>Skill 1: use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this KS.</p> <p>Skill 2: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Skill 3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a map and use and construct basic symbols in a key.</p> <p>Skill 4: 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.</p>				
Autumn			Spring	Summer
<p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Where in the world?</p> <p>Use maps, globes and atlases</p>	<p>Use basic geographical vocabulary to refer to: key physical features, including: river, fields</p> <p>key human features, including: city, town, house, shops</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>The Great Fire of London</p> <p>Use maps</p>	<p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of</p>		

	<ul style="list-style-type: none"> <li>● Where are we from? Where do we live? Review</li> <li>● Learn the seven continents of the world – link to where our families are from in the world.</li> <li>● Learn facts about each continent.</li> <li>● Learn that the UK is in Europe.</li> <li>● Learn key capital cities of Europe - Paris, Berlin, Madrid, Stockholm, Amsterdam, Athens, Rome (Digimaps/Twinkl lesson)</li> <li>● Learn the oceans of the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Learn where London is on a map; compare to our location in Carshalton.</li> <li>● Learn that London in 1666 was smaller than London is today - maps.</li> <li>● Learn where the fire started and where it spread – map.</li> <li>● Learn how we can use maps to identify key human and physical features and the impact these would have on fire.</li> <li>● Learn how we use the school map to identify our fire route. Draw our fire route map from our classroom.</li> </ul> <p><b>Great Fire of London Walk - Pudding Lane/Monument to The Golden Boy of Pye Corner in Smithfield.</b></p>	<p>hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Australia</p> <ul style="list-style-type: none"> <li>● Learn about the physical and human features surrounding our school.</li> <li>● Learn what makes a city a city.</li> <li>● Learn where Australia is in the world</li> <li>● Learn to name and locate areas of interest in Australia using atlas and world maps</li> <li>● Learn about the weather in Australia – relate to bushfires</li> <li>● Learn how Canberra compares to London</li> <li>● Look at where Captain Cook went on his exploration journeys.</li> <li>● What would the weather be like when Cook travelled near the Arctic and Antarctica compared to Australia.</li> </ul>
Key Vocabulary	Ocean, equator, land, continent, country, world, locate, route.	London, capital city, River Thames, bridges	capital, capital city, Britain, aerial, territories, states, island
Knowledge	<ol style="list-style-type: none"> <li>1. Locate and name the 7 continents on world maps and globes. (skill 1)</li> <li>2. Locate and name the seas and oceans of the world on maps and globes. (skill 1)</li> <li>3. Identify key human and physical features of each continent on aerial photos. (skill 3)</li> <li>4. Name and locate 10 world capitals, use the simple points of the compass to describe their positions relative to London. (skill 1 and skill 2)</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a map, are they all the same and what do we use them for? (skill1, skill 2, skill 3)</li> <li>2. Use maps to show how the Great Fire affected London. (skill 1)</li> <li>3. Use old maps to show the physical and human features that would affect the Great Fire. (skill 3)</li> <li>4. Draw a map of the Year 2 area of the school and identify the fire route. (skill 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Study and record the key human and physical features of Carshalton. (skill 4)</li> <li>2. Locate Australia, name the continent and oceans. (skill 1)</li> <li>3. Identify key physical and human features of Canberra. (skill 3)</li> <li>4. Identify that the far north and south of the earth is cold and in the middle it is hot. (skill 4)</li> </ol>

Y3	<p>NC Aims: pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
	<p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.  Skill 3: 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.</p>		
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America.  Name and locate the world's seven continents and five oceans (recap from KS1)  Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions.  Key physical and human characteristics, countries, and major cities (locate countries and map on where the Amazon rainforest is)  Describe and understand key aspects of physical geography, including biomes (link to rainforest)  describe and understand key aspects of human geography, including types of settlement – rainforest v's local area.  Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Amazon Rainforest</p> <ul style="list-style-type: none"> <li>Review the seven continents and five oceans.</li> </ul>	<p>Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. (Link to map of stone, iron, bronze age settlements).  Compare – what is Britain like today?  Why do we have cities where we do? How is it similar/different to what it was like in the past?  Focus on rivers, hills, coasts etc.  Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones</p> <p>The UK Quiz Show</p> <ul style="list-style-type: none"> <li>Learn about the main cities in the UK.</li> <li>Learn how the UK has been split into regions.</li> <li>Learn about key physical and human features. Use 4 figure grid referencing. How have these changed over time?</li> <li>Learn what topographical features are and identify on paper and digital maps of the UK. Use 4 figure grid referencing.</li> <li>Learn about the Greenwich Meridian</li> </ul>	<p>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, graphs and digital technologies.</p> <p>Use basic geographical vocabulary to refer to key human features. Describe and understand key aspects of physical geography, including rivers (link to prior learning about the Nile and Amazon, find the longest rivers on world map and label, extend to local study of the River Wandle)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – compare with Egypt.  Describe and understand key aspects of human geography, including land use.</p> <p>Use the eight points of a compass.</p> <p>Four-figure grid references, symbols and keys – including use of OS maps (Digimaps/Twinkl lesson)– to build their knowledge of the UK and the wider world. (link to local study)</p>

	<ul style="list-style-type: none"> <li>● Learn and locate on globes, atlases and maps: equator, northern hemisphere, southern hemisphere.</li> <li>● Learn what biomes are and locate on maps/atlas/globes.</li> <li>● Learn what a rainforest is.</li> <li>● Identify rainforests across the globe.</li> <li>● Learn about the layers of the rainforest.</li> <li>● Learn where rainforests are located around the world (maps, atlases, globes)</li> <li>● Learn where the Amazon Rainforest is (maps, atlases and globes) how many countries it covers. - link to equator.</li> <li>● Learn what The Amazon Rainforest is like and why.</li> <li>● Learn why we should save the rainforests and how.</li> </ul> <p><b>Trip to Kew Gardens - Rainforest -People and Plants</b></p> <p><b>London Zoo sometimes do Rainforest workshops</b></p> <p><b>Disciplinary writing question:</b></p>	<ul style="list-style-type: none"> <li>● Learn what our town is like - identify human and physical geography of Carshalton – local walk.</li> <li>● Learn to plot human and physical features on a map of the local area using symbols.</li> </ul> <p><b>Local walk - topographical features.</b></p> <p><b>Disciplinary writing question:</b></p>	<p>Holiday in Egypt</p> <ul style="list-style-type: none"> <li>● Learn to identify Africa as a continent.</li> <li>● Learn that Africa has lots of different countries.</li> <li>● Learn 4 figure grid referencing to identify Egypt on a map of Africa.</li> <li>● Learn about a journey down the river Nile – what would we see – cities, places of interest, wildlife.</li> <li>● Compare human and physical geography of Egypt and UK</li> <li>● Learn human and physical geography of Cairo and London.</li> <li>● Identify tourist attractions of Egypt – create a tourist brochure/advert.</li> </ul> <p><b>Disciplinary writing question:</b></p>
Key Vocabulary	Latitude, longitude, equator, northern and southern hemisphere, biomes, layers, extinction, deforestation,	Towns, cities, rural, urban, mountains, valleys sea level, longitude, Greenwich/Prime Meridian	River Nile, Egypt, land, local, map, compass, grid reference, tourism, Pyramids, Valley of the Dead, desert
Knowledge	<ol style="list-style-type: none"> <li>1. Locate and label: equator, northern hemisphere, southern hemisphere. (skill 1)</li> <li>2. Locate and describe the rainforests of the world, identify physical features that are common to rainforest areas. (skill 1 and skill 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the main cities in the UK? (skill 1)</li> <li>2. What and where are 7 key physical features of the UK, use 4 figure grid references to locate these. (skill 1, skill2 and skill 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the Egypt, Cairo and the River Nile, using 4 figure grid references (skill 1)</li> <li>2. Use the points of the compass to describe the journey of the River Nile (skill 2)</li> <li>3. Identify similarities and difference between Cairo and London (skill 3)</li> </ol>

	<p>3. Understand the impact deforestation has on the world.</p> <p>4. Locate and describe life in: desert biome, savannah biome, temperate forest biome, tundra biome and rainforest biome. (skill 1 and skill 3)</p>	<p>3. What and where are 7 key human features of the UK, use 4 figure grid references to locate these. (skill 1, 2 and 3)</p> <p>4. Name and locate the key regions of the UK and describe their locality in terms of the compass. (skill 1 and 2)</p> <p>5. Identify topographical features of the UK. (skill 3)</p>	<p>4. Understand that the Nile is essential to the lives of Egyptians. (skill 3)</p> <p>5. Basic understanding that tourism helps the economy. (skill 3)</p>
Y4	<p>NC Aims:</p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</li> <li>• They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>		
	<p>Skills:</p> <p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Skill 3: 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</p>		
	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country - Greece.</p> <p>Understand human geography, including: types of settlement and land use, economic activity. use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Greece</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Map of Europe, mark on where Roman Empire expanded to)</p> <p>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</p> <p>Extreme Earth – Mountains, Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> <li>• Learn about the layers of the Earth.</li> </ul>	<p>Describe and understand key aspects of physical geography, including rivers (link Nile and Amazon, find longest rivers on the world map and label)</p> <p>Describe and understand key aspects of physical geography, including the water cycle.</p> <p>Rivers</p> <ul style="list-style-type: none"> <li>• Learn where the major rivers of the world are.</li> <li>• Learn why people settle near rivers.</li> <li>• Learn how rivers were used - <b>use the Wandle - possible visit to the Wandle Industrial Museum.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Begin to learn where the countries in Europe are.</li> <li>● Learn where Greece is, what countries/seas border it</li> <li>● Learn what the physical features of Greece are.</li> <li>● Learn how Greece compares to the UK - climate, population, global positioning etc</li> <li>● Learn how the Ancient Greeks influenced life in Greece today in terms of tourism.</li> <li>● Learn to navigate Athens using 4 figure grid references and 8 points of a compass.</li> </ul> <p><b>Disciplinary writing question:</b></p>	<ul style="list-style-type: none"> <li>● Recap Continents and learn what tectonic plates are.</li> <li>● Learn about the key features of a mountain/mountain range and how they are formed.</li> <li>● Learn what a volcano is and how it is formed.</li> <li>● Learn whether all volcanoes will erupt – Pompeii to Edinburgh Castle.</li> <li>● Learn where volcanoes are located: Italy, The ring of fire and Hawaii, Iceland.</li> <li>● Learn how earthquakes occur.</li> <li>● Learn how Tsunamis occur.</li> </ul> <p><b>Volcanoes and Earthquakes exhibition at the National History Museum</b></p> <p><b>Disciplinary writing question:</b></p>	<ul style="list-style-type: none"> <li>● Learn about how rivers are formed – refer to the Wandle.</li> <li>● Map the river Wandle source to tributary.</li> <li>● Learn how to measure the flow of a river -<b>use Wandle. – field work opportunity -</b> <a href="https://www.southeastriverstrust.org/project-kingfisher/">https://www.southeastriverstrust.org/project-kingfisher/</a></li> <li>● Learn what the key features of a river are.</li> <li>● Learn about erosion and deposition.</li> <li>● Learn about flooding prevention – Thames Barrier</li> <li>● Learn about the water cycle.</li> </ul> <p><b>Disciplinary writing question:</b></p>
Key Vocabulary	Islands, peninsulas, Mediterranean Sea, Ionian Sea, Aegeus Sea, mountainous, terrain, oracle	tectonic plate, bedrock, crust, eruption, inner core, magma, mantle, outer core, subsoil, topsoil, earthquake, tsunami, volcano	Source, erosion, deposition, Thames, Wandle, River, industry, evaporation, tributary
Knowledge	<ol style="list-style-type: none"> <li>1. Name and locate the countries of Europe, use the 8 points of the compass to describe their locations relative to the UK and each other. (skill 1 and 2)</li> <li>2. Identify the physical and human features of Greece and their impact on life and land use now and in the past. (skill1)</li> <li>3. How do the physical features of a country impact on prosperity, development and population? (skill 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. What are tectonic plates and the layers of the Earth? (skill 1 digital mapping)</li> <li>2. What are the key features of a mountain range and how are they formed? (skill 1)</li> <li>3. What is a volcano and how is it formed? (skill 1)</li> <li>4. What is the difference between active, dormant and extinct volcanoes?</li> <li>5. How do Earthquakes occur? (skill 1)</li> <li>6. How do Tsunamis occur? (skill 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Name and locate 5 key rivers (including the Nile and the Amazon) in the world, describe their position relative to the UK using the 8 points of the compass. (skills 1 and 2)</li> <li>2. Map the Wandle (skill 1)</li> <li>3. Measure flow (skill 3)</li> <li>4. What is a river, how is it formed and how does it affect land use in different parts of the world? (skill 1 and skill 3)</li> </ol>

	4. Plan a tour of Athens using 4 grid references.		5. How does the water cycle work and how is this connected to rivers and their location within the world? 6. How were rivers used for trade and industry.
Y5	<p>NC Aims:</p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</li> <li>• They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>		
<p>Skills:</p> <p>Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p>Skill 3: 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</p>			
<p>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>Describe and understand key aspects of physical geography, including climate zones and vegetation belts.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>Describe and understand key aspects of human geography, including: trade links, distribution of natural resources including energy, food, minerals and water – Fair Trade.</p> <p>Mexico: Avocados to Zinc</p>	<p>Name and locate countries of the UK and understand how some of these aspects have changed over time. Link to Anglo Saxon Britain – what has changed and what is similar</p> <p>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.</p> <p>Use the eight points of a compass</p> <p>From Denmark to England</p> <ul style="list-style-type: none"> <li>• Learn where the Kingdom of Denmark is (include Greenland and Faroe Islands) use 6 figure grid referencing. Identify geographical features.</li> <li>• Learn to direct a Dane to England using the 8 points of a compass. Use 8 point</li> </ul>	<p>Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand physical geography, including: climate zones, biomes</p> <p>Understand human geography, including: types of settlement and land use, economic activity and the distribution of natural resources</p> <p>Saving the Earth</p> <ul style="list-style-type: none"> <li>• Learn what the Prime Meridian is and the significance of time zones.</li> <li>• Learn what is meant by climate versus weather – using thermometers and rain gauges to monitor weather.</li> <li>• Learn what global and local influences affect climate.</li> <li>• Learn what is meant by ‘climate change’ – using graphs and <a href="#">climate stripes</a>.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Learn where the climate zones are - locate on a map the significant lines of latitude and the northern and southern hemispheres.</li> <li>● Learn about the world's biomes, and relate back to Central America.</li> <li>● Recap continents and locate Central America and identify the countries and seas.</li> <li>● Locate Mexico identify key human and physical features and how these impact industry and trade.</li> <li>● Learn how the cacao production in Mexico has declined and where cacao is mainly exported from today.</li> <li>● Learn what Mexico produces and exports now. <small><a href="https://embamex.sre.gob.mx/reinounido/images/stories/PDF/Meet_Mexico/12_meetmexico-the-economy.pdf">https://embamex.sre.gob.mx/reinounido/images/stories/PDF/Meet_Mexico/12_meetmexico-the-economy.pdf</a></small></li> <li>● Learn how Fairtrade influences farmers and their products.</li> <li>● Learn what food the UK trades.</li> </ul> <p><b>Trip the Chocolate Museum - Brixton WWF 'Tropical Chocolate Workshop'</b></p> <p><b>Disciplinary writing question:</b></p> <p><b>Why has the cacao production in Mexico declined and where is cacao mainly exported from today?</b></p>	<p>compasses to direct classmates around the school grounds.</p> <ul style="list-style-type: none"> <li>● Identify climate zones and consider the topography of the Saxons, Angles and Jutes – link to migration.</li> <li>● Learn where the early Anglo Saxons lived and how do we know from looking at place names in England.</li> <li>● Compare Kingdoms of Britain in the 4<sup>th</sup> century to the regional and county map of the UK today.</li> </ul> <p><b>Disciplinary writing question:</b></p> <p><b>How do the Kingdoms of Britain in the 4th century compare with the county maps of the UK today?</b></p>	<ul style="list-style-type: none"> <li>● Learn what impact climate change is having globally – flooding, fires, extreme weather, rising sea levels.</li> <li>● Learn what we can do – look at the school can we be a more sustainable school? E.g. measuring food waste, plastic waste, energy waste etc.</li> <li>● Learn what ordnance survey map symbols are and use them to identify features on maps. (Map school playground/astro/forest area use symbols - <b>mini orienteering</b>)</li> </ul> <p><b>Trip - London Wetlands Centre - WWT London Climate Change Champions KS2 Workshop</b></p> <p><b>Disciplinary writing question:</b></p> <p><b>Why do we need to be a more sustainable society?</b></p>
Key Vocabulary	Cacao, mountainous, arid, temperate, tropical, atlas, index, grid reference, renewable resources, irrigation, fair trade	Anglo Saxon, Angles, Jutes, settle, settlement, Jutes, migration, climate	Global warming, climate, weather, sustainability,
Knowledge	1. Locate Mexico on a map and describe its location using 6 figure grid referencing and	1. Locate Denmark on a map and identify its key human and physical features. (skill 1)	1. Identify the Prime Meridian and time zones. (skill 1)

	<p>its position from the UK using the 8 point compass. (skill 1 and 2)</p> <p>2. Identify key physical and human features of Mexico and how these impact on trade. (skill 1)</p> <p>3. Identify and locate the climate zones of the world. (skill 1)</p> <p>4. Name 5 things that Mexico trades (skill 1)</p> <p>5. Locate the tropics, equator and biome zones of the world and describe their impact. (skill 1)</p> <p>6. Name 5 foods the UK produces for trade. (skill 1)</p>	<p>2. Map a journey from the UK to Denmark using the 8 points of the compass. (skill 1)</p> <p>3. Identify key historic settlements on the map of the UK using 6 figure grid references, describe locations from London using the 8 point compass. (skill 1 and 2)</p>	<p>2. Interpret data regarding climate. (skill 3)</p> <p>3. Identify impact of climate change (skill 3)</p> <p>4. Identify changes to help improve human impact on climate change (skill 3)</p>
Y6	<p>NC Aims: Pupils should extend their knowledge and understanding beyond the local areas to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locations and place knowledge.</p> <p>Skills Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Skill 2: use the eight points of the compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world. Skill 3: 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</p>		

Use fieldwork to observe, measure and record features in the local area using sketch maps, plans and graphs and digital technologies. WWII in Carshalton with a focus on the old industrial areas near the Wandle.

Describe and understand key aspects of human geography, including land use over time.

Compare a region in the UK with a region in Europe. Understand reasons for the similarities and differences. Link to local history. How has land use changed over time? WWII in Carshalton with a focus on the old industrial areas near the Wandle.

Expand map skills to include non-UK countries – Europe (WWII)

#### Maps of War

- Learn where the countries involved in WWII are located.
- Learn how Europe changed from 1910 -1930.
- Name and locate locations of key events in the timeline of WWII using 6 figure grid references.
- Learn how Germany changed after WWII
- Learn how Europe has changed since WWII

#### Disciplinary writing question:

**How has the impact of war altered the map of Europe?**

Locate the world's countries and cities, using maps (extend beyond Europe and North/South America to the wider world) Link to migration. Identify key topographical features (including; hills, mountains, coasts and rivers) and land use patterns; understand how some of these aspects have changed over time.

On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify regions, key physical and human characteristics and major cities. Name and locate key topographical features including coasts, erosion, hills, mountains and rivers.

Understand how these features have changed over time.

#### Migration to Britain

- Learn what migration is.
- Learn why migrants leave their countries.
- Learn how refugees have to live in camps around the world.
- Learn why migrants choose Britain.
- Learn where people settle around the world.
- Learn how migration has impacted London.
- Learn how migration brings new culture, religion and language.

#### Trip - Black Cultural Archives, Brixton

#### Disciplinary writing question:

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe the features studied.

Use 6 figure grid references.

#### Orienteering

- Learn where Sir Francis Drake and Sir Walter Raleigh travelled to. Use 6 figure grid referencing to plot stops of Drake across the globe and Raleigh in America.
- Drawing maps - think about how maps were created - using sketch maps?
- Learn how to use symbols and direction on a map.
- Learn how to find our way using a compass and map of an unfamiliar area.
- Use our skills to complete an orienteering challenge around a section of Grove or Beddington Park - identifying key features.

#### Orienteering – Beddington/Grove Park

		<b>What is the impact of migration on London?</b>	
Key Vocabulary	Conflict, territory, international, Treaty of Versailles,	Immigrant, civilian, citizen, colony, culture, migration, empire, settlement, refugee, discrimination	voyage, circumnavigate, native, indigenous, discovery, expedition, trade, privateering.
Knowledge	<ol style="list-style-type: none"> <li>1. Map the countries involved in WWII.</li> <li>2. Identify key locations on the WWII timeline using 6 figure grid references. (skill 2)</li> <li>3. Identify any changes in countries/territories between WWII and now. How does war impact on countries and territory? (skill 1)</li> <li>4. Identify human and physical features present using sketch maps, plans, aerial imaging. (skill 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate Afghanistan and identify key physical and human features. (skill 1)</li> <li>2. Locate key countries where migrants travel from. (skill 1 and 2)</li> <li>3. Compare physical and human features of the UK and origin countries of migrants. (skill 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate the key points of Drake and Raleigh using 6 figure grid referencing. (skill 1)</li> <li>2. Consider the impact of using the 8 point compass in finding direction. (skill 1 and 2)</li> <li>3. Identify key skills in map making.</li> <li>4. Identify how map help us find our way (skill 3)</li> <li>5. Use fieldwork to read a map the local area. (skill 3)</li> </ol>