

Geography

Curriculum, Retrievals & Assessment



Year 4 - Version 1



Wheatley Hill

A Caring, Inclusive School

Year 4 – Geography Curriculum

Year 4		
	Breadth of Study	Skills
Locational and Place knowledge	<p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p> <p>Spend time using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p> <p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest.</p> <p>Identify where some of these are on the world map. Focus in particular on the biomes of Antarctica and on the Amazon rainforest.</p> <p>Whilst studying the Amazon and Antarctica, make comparisons with the UK.</p> <p>Whilst studying Antarctica, look briefly at physical Geography around glaciers.</p>	<p>Our Place in the World</p> <p>Revise previously taught locational knowledge – Continents, Oceans, UK, Europe (Cities & Human/Physical features, Russia, China, Australia, Equator & Tropics.</p> <p>Refresh use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Identify the different hemispheres on a map.</p> <p>Locate and label different countries/continents in the Northern and Southern hemisphere learning new capital cities – China/Beijing, Australia/Camberra, Mexico/Mexico City, Japan/Tokyo, South Africa/Johannesburg, Brazil/Brasilia, Canada/Ottawa, France, Spain, Italy, Argentina/Buenos Aires, Norway, Egypt/Cairo, India/New Dehli, Russia/Moscow, USA/Washington DC.</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Climate Zones of the World</p> <p>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones – Tropical, Sub Tropical, Temperate, Polar, Highland.</p> <p>Ask questions and find out what affects the climate – Use Blooms Taxonomy.</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Children to ask questions about global warming.</p> <p>Discover the cause of global warming and research the implications.</p> <p>Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Children know about and begin to discuss issues related to global warming.</p> <p>A Study of South America</p> <p>Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America.</p> <p>Identify and mark on a map the different countries of South America.</p> <p>Identify the major cities and consider how they differ to other regions in the country.</p> <p>Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.</p> <p>Using photographs, children to make connections between South America and the UK (Lake District).</p> <p>Locate the mountain ranges, rivers and oceans – Andes Mountains, Atlantic Ocean, Pacific Ocean, Cape Horn, Panama Canal, Amazon River.</p> <p>Consider how the location of these geographical features has shaped life. Compare with UK - Lake District.</p> <p>Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc – Cities (Cairo, Dubai, Singapore, Washington DC), Rivers (Thames, Rhine, Nile, Yangtze), Mountain Ranges (Alps, Himalaya, Rockies.)</p> <p>Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p> <p>Biomes</p> <p>Understand the term 'biome'.</p> <p>Use knowledge of this term to make suggestions for places in the world which may be biomes.</p> <p>Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.</p> <p>A Comparison Between the Amazon Rainforest, Antarctic and the Lake District (UK)</p> <p>Focus on Amazon rainforest – identify the climate, the habitats, the plant life systems and animal types and how people live in the rainforest.</p> <p>Children are able to identify and label the layers of the rainforest and know about deforestation – forest floor, understory, canopy, emergent layer.</p> <p>Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK (Lake District) and consider how life in the UK may be similar. Features of this locality to study; Climate, Weather, Homes, School, Shops, Transport & Lifestyle.</p> <p>Discuss how the rainforest may be linked to us e.g. trade.</p> <p>Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences.</p> <p>Select items required to survive in Antarctic conditions.</p> <p>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet.</p> <p>Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions.</p> <p>Design interesting and relevant studies that may be carried out in Antarctica.</p> <p>Compare life in Antarctica with life in the UK (Lake District). Chn present their views in a variety of ways (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.</p>

Year 4 – Geography Curriculum

<p>Human and Physical Geography</p>	<p>Whilst studying history, Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Anglo Saxon Durham like? How did they trade? How is that different today?</p>	<p>The History of Settlements in the UK – Anglo-Saxon – Roman Settlements Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed. Links with Year 4 History – ensure coverage through a geography focus or done through History expert focus work</p>			
<p>Fieldwork</p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p>	<p>Map Work & Local Area Classification Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Use recognised symbols to mark out local areas of interest on own maps. Classify buildings.</p> <ul style="list-style-type: none"> - Survey visually and using maps / aerial photographs the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: <ul style="list-style-type: none"> • Residential: houses, flats, hotels, hostels • Retail: food, clothing, footwear, sports, toys, furniture, etc.... • Professional/ Commercial: solicitors, banks, building societies, company offices etc.... • Industrial and Storage: machine tools, engineering, factories, warehouses • Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes • Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools • Other: vacant property, car parking, open spaces, development sites <p>Fieldwork in the Local Area Undertake surveys. Conduct investigations. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data. Design questions and studies to conduct in the local area. Fieldwork study –</p> <ul style="list-style-type: none"> - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed - Undertake a survey of buildings and materials - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre - Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits - Apply Skills and Objectives from Year 4 Maths - Statistics. 			
<p>New Vocabulary <i>Previous Year Vocab</i> <i>(Continue to Revisit Weather, Human & Physical Vocab From Yr3)</i></p>	<p>Map Work <i>Map Atlas Globe</i> <i>Continent Ocean Land</i> <i>Sea Compass Country</i> <i>Capital City Island</i> <i>Coastline Reef Discovery</i> <i>Voyage Settled Settlement</i> <i>Expedition Poles Equator</i> <i>Artic Europe Glacier</i> <i>Locations Tropics Tropical</i> <i>Rainforest Volcanic Region</i> <i>Ring of Fire Mountainous</i> <i>Range</i> Geological Features Major Cities</p>	<p>Climate Zones & Biomes Climate Deciduous Desert Evergreen Forest Grassland Humid Tropical Tundra Wild Highland Polar Rainforest Rainfall</p>	<p>Rainforest Study <i>Tourist Industry Pollution</i> <i>Community Civilization</i> <i>Population Outskirts</i> <i>Vegetation</i> Waterway Water level Deforestation Economy Export Import Palm Oil Trade Natural Resources Species Inhabitants Extinct Variety Emergent Layer Canopy Understory Forest Floor Dangerous Sustainability</p>	<p>Antarctic Study Polar Barren Frozen Habitat Harsh Melting Glacier Ice Flow Ice Field Sea Ice Icebreaker Expedition Nutrients Permafrost Permanent Plain Sustain Crevasse Journey Global Warming Climate Change</p>	<p>Fieldwork <i>Aerial Photograph Observe</i> <i>Tally Record Route</i> <i>Compare Prediction</i> <i>Conclude Environment</i> <i>Investigation Coordinates</i> <i>Measure Distance Survey</i> Residential Retail Warehouse Solicitor Government Offices Professional Commercial Industrial Public Authorities Vacant Data Interview Questions Presentation</p>

Assessment Objectives – Year 3 & 4

Year Group: Year 4

Geographical Skills & Fieldwork		
<input type="checkbox"/> Uses a range of maps/mapping applications when locating countries, including the use of an index where appropriate <input type="checkbox"/> Gives position coordinates on a 2D grid <input type="checkbox"/> Plots specified points on a 2D grid <input type="checkbox"/> Begins to use the eight points of a compass to describe a location	<input type="checkbox"/> Follows a simple route on a local map, using symbols to help <input type="checkbox"/> Records information/data found during fieldwork <input type="checkbox"/> Uses an instrument to measure, e.g. distance	<input type="checkbox"/> Draws simple plans based on observations and measurements during fieldwork <input type="checkbox"/> Presents information gathered during fieldwork, relating their observations/data to human and physical features of an area using a range of methods, including digital technologies
Human & Physical Geography		
<u>Describes and understands key aspects of:</u> <input type="checkbox"/> Types of settlement <input type="checkbox"/> Land use <input type="checkbox"/> Economic activity including trade links <input type="checkbox"/> Distribution of natural resources, including energy, food, minerals and water	<u>Describes and understands key aspects of:</u> <input type="checkbox"/> Climate Zones <input type="checkbox"/> Biomes	
Locational Knowledge		
<input type="checkbox"/> Uses maps to help them classify countries in Europe that have different/similar characteristics, e.g. have coasts/are islands/are landlocked <input type="checkbox"/> Locates countries which share a border with Russia	<input type="checkbox"/> Names different topographical features found in the UK and relates these to an area of the UK studied, e.g. hills, coasts <input type="checkbox"/> Uses a variety of maps/photographs e.g. satellite to locate and name key human characteristics in a region of the UK	<input type="checkbox"/> Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth <input type="checkbox"/> Begins to relate the significance of latitude/the Equator to hot/cold regions when locating places on a globe
Place Knowledge		
<input type="checkbox"/> Contrasts a region of the UK, a region in a European country and a region within North or South America		

Year Group: Year 3

Geographical Skills & Fieldwork		
<input type="checkbox"/> Suggests where to look for the detail needed during geographical study, e.g. globe/atlas/O.S. map <input type="checkbox"/> Finds and explores the area of study using a range of maps/atlases/digital technology	<input type="checkbox"/> Uses maps to help describe the geography of an area <input type="checkbox"/> Reads some standard symbols on a simple map and knows why a key is necessary <input type="checkbox"/> Describes the relative location of a place using understanding of the four points of a compass	<input type="checkbox"/> Creates a simple map with key/symbols of the area studied <input type="checkbox"/> Observes and records examples of human and physical features of a place, e.g. sketching/graphing <input type="checkbox"/> Uses information gathered during fieldwork to describe human and physical features of an area
Human & Physical Geography		
<u>Describes and understands key aspects of:</u> <input type="checkbox"/> Vegetation Belts	<input type="checkbox"/> Mountains <input type="checkbox"/> Volcanoes	<u>Describes and understands key aspects of:</u> <input type="checkbox"/> Types of settlement <input type="checkbox"/> Land use <input type="checkbox"/> Economic activity including trade links
Locational Knowledge		
<input type="checkbox"/> Finds countries in Europe using a range of maps, together with the name of their capitals <input type="checkbox"/> Classes the UK as a European country <input type="checkbox"/> Uses the contents/index of an atlas to help location of countries and major cities on political maps	<input type="checkbox"/> Identifies that the UK is made up of counties and can locate different counties using a map <input type="checkbox"/> Names the county they live in and the names of counties which surround theirs <input type="checkbox"/> Names the geographical region they live in and can pinpoint on a UK map	<input type="checkbox"/> Understands what is meant by the term 'topographical feature' and can give examples <input type="checkbox"/> Researches key physical characteristics found in their region/county using a range of maps <input type="checkbox"/> Identifies if a country is in the Northern or Southern Hemisphere
Place Knowledge		
<input type="checkbox"/> Contrasts a region of the UK, a region in a European country		

Geography Step Tracker

	On Entry Sept 2022	Autumn Term Dec 2022	Spring Term Mar 2023	Summer Term July 2023
GDS				Pupils Working at GDS
+				On Track (Expected to Achieve ARE)
=			On Track (Expected to Achieve ARE)	
-		On Track (Expected to Achieve ARE)		
	Expected Standard (End of Previous Year)			
	Below Expected Standard (Within 2 Terms)			
	Children Working Sig BLW (Individual Judgements)			

Retrieval Practice

Year Group: Year 1

Locational & Place Knowledge

Continents & Oceans

- **Continents** are Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America.
- **Oceans** – Atlantic, Pacific, Indian, Arctic, Southern.

Comparison of UK & China

- **Locate** China on a map.
- **Identify Rural & Urban** Environments

Human & Physical

Identify physical and human features of UK and non-EU country – China.

- **Identify physical** features – beach, coast, forest, mountain, sea, river, seasons, weather.
- **Identify human** features – city, town, village, factory, farm, house, shop.

Identify weather patterns of UK

- **Seasonal & daily UK weather patterns.**
- Relate seasons & weather to clothing choices.

Fieldwork

Simple fieldwork of school grounds.

- Interpret data using **Tally & Pictogram**.
- Explain physical & human features that can be seen in local **photographs**.
- Identify human & physical features in **aerial photographs**.

Apply Skills and Objectives from Year 1 Maths - Statistics.

Vocabulary	<u>Weather</u>	<u>Map Work</u>	<u>Human Features</u>	<u>Physical Features</u>	<u>Fieldwork</u>
	Climate	Map Atlas			Aerial Photograph
	Season Spring	Globe	School House	Urban Rural	Observe Tally
	Summer	Continent	Shop Church	Beach Coast	Record Route
	Autumn Winter	Ocean Land	Park Road	Forest	
	Cloud(y) Fog(gy)	Sea Compass	Transport City	Mountain Hill	
	Frost Rain	Country	Village Town	River Cliff	
	Puddle Rainbow	Capital City	Factory Farm		
	Snow Sun(ny)	Island	Port Harbour		
	wind(y)				
	Suncream				
	Umbrella				

Retrieval Practice

Year Group: Year 2

Locational & Place Knowledge

Name, Locate 4 countries and capitals of UK

- England/London, Scotland/Edinburgh, Wales/Cardiff, Northern Ireland/Belfast.

Comparison of UK (Middlesbrough) & Australia

- **Locate** Australia on a map.
- **Identify Rural & Urban** Environments
- **Changes over time** in these locations (using photographs).

Human & Physical

Identify physical and human features of UK and non-EU country – Australia.

- **Physical Features** - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- **Identify human** features – city, town, village, factory, farm, house, office, port, harbour and shop.

Identify hot & cold areas of the world.

- **Use both maps and globes, identify** the coldest places in the world.
- **Identify** the equator and **locate** the places on the Equator which are the hottest. (Brazil, Kenya, Indonesia).
- **Identify** the North & South Pole.

Fieldwork

Knowledge and understanding of school and local area.

- **Use simple compass directions** (North, South, East and West)
- **Use more complex directions** - North East, North West, South East, South West.
- **Identify simple symbols on an OS map** – church, school, pub, roads, rivers, picnic site etc.
- **Interpret data** using reports, graphs, sketches, diagrams, pictures.

Apply Skills and Objectives from Year 2 Maths - Statistics.

<u>New Vocabulary</u>	<u>Weather</u>	<u>Map Work</u>	<u>Human Features</u>	<u>Physical Features</u>	<u>Fieldwork</u>
	Below Freezing Blizzard Degrees Celsius Flurries Forecast Frostbite Hail Heat Stroke Icy Minus Negative Sleet Snowstorm Temperature Thermometer	Coastline Reef Discovery Voyage Settled Settlement Expedition Poles Equator Artic	Office Market Train station Airport Hotel Tourist Hospital Bungalow	Landscape Vegetation Outback Shoreline Valley Desert Lake	Compare Prediction Conclude Riverbank Hedge Marsh Natural Soil Stream Crops Pond Environment Investigation

Retrieval Practice

Year Group: Year 3

Locational & Place Knowledge

Using maps to locate countries & Capitals of Europe inc Russia.

- France / Paris, Spain / Madrid, Italy/Rome, Greece/Athens, Ireland/Dublin, Germany/Berlin, Poland/Warsaw, Belgium/ Brussels, Norway/Oslo, Iceland/Reykjavik, Russia/Moscow

Using maps, locate the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these lines and discuss the relationships** between these and the countries. Dense rainforests cover the land.

Comparison of UK & Sicily

- **Locate** Sicily on a map.
- **Identify Rural & Urban** Environments
- **Changes over time** in these locations (using photographs).
- **Analyse Evidence and draw conclusions** – trade, economy, population & climate.

Human & Physical

Study maps and identify key physical features

- Using map keys to identify mountainous areas (The Alps inc Mont Blanc, Scandinavian Peninsula, Pyrenees), Rivers (Thames, Seine, Rhine, Tiber), Seas (Mediterranean, Black, Baltic, North Sea, Irish Sea & English Channel), Coastal Beaches (Costa Del Sol, Balearics).

Mountain regions in the UK (Pennines, Grampian Mountains, Southern Uplands, Cumbrian Mountains, Cambrian Mountains, Sperrin Mountains) **and mountain regions in the world** (Himalayas, Alps, Rocky Mountains, Andes, Atlas, Urals)

Make reasoned judgements about where the pictures are taken and **defend** e.g. a mountain top may be in France because there is a large mountain range there.

Match key landmarks to the country and make suggestions as to how landmarks affect a country

- Tourism, economy etc e.g. Eiffel tower in Paris generates a lot of revenue through tourism / Berlin Wall / Colosseum / Glaciers in Norway. Relate to UK landmarks – Buckingham Palace / London Eye / Edinburgh Castle / Stonehenge.

Use the language of 'north', 'south', 'east', 'west' to relate countries to each other as well as NE, NW, SE, SW.

Volcanoes - Locate places in the world where volcanoes occur – Japan, Iceland, Hawaii, Italy, North America (Yellowstone).

- Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts – Plate Tectonics – Divergent, convergent & transformative (Earthquakes)

Fieldwork

Use locational language to describe the location of points on a map of the school/local area – Introduce formal use of Ordnance Survey Map of Wheatley Hill & Surrounding area.

Apply Skills and Objectives from Year 3 Maths - Statistics.

New Vocabulary	Weather	Map Work	Human Features	Physical Features	Fieldwork
	Drizzling	Europe	Landmark	Volcano Plate Tectonics	Orienteer
	Drought	Glacier	Cottage	Divergent Convergent	Plan Plot
	Meteorologist	Locations	Skyscraper	Transformative	Coordinates
	Mild	Tropics	Canal Industry	Subduction Zone	Measure
	Overcast	Tropical	Pollution	Eruption Magma Lava	Distance
	Humid(ity)	Rainforest	Community	Magma Chamber Mantle	Survey
	Precipitation	Volcanic	Civilization	Rock Destroyed Richter	
		Region	Population	Ash Rift Slope Crust	
		Ring of Fire	Outskirts	Core Active Dormant	
		Mountainous		Pressure	
		Range			

Retrieval Practice

Year Group: Year 4

Locational & Place Knowledge

Identify the different hemispheres on a map.

Locate and label different countries/continents in the Northern and Southern hemisphere learning new capital cities

- China/Beijing, Australia/Camberra, Mexico/Mexico City, Japan/Tokyo, South Africa/Johannesburg, Brazil/Brasilia, Canada/Ottawa, France, Spain, Italy, Argentina/Buenos Aires, Norway, Egypt/Cairo, India/New Dehli, Russia.

Climate Zones - Use and explain the term 'climate zone'.

Identify the different climate zones – Tropical, Sub Tropical, Temperate, Polar, Highland.

Discuss and compare the climate zones of the UK and **relate this knowledge to the weather in the local area.**

Comparison of UK & South America

Use maps, globes and Google Earth to identify the continent of South America

Compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.

Locate the mountain ranges, rivers and oceans

- Andes Mountains, Atlantic Ocean, Pacific Ocean, Cape Horn, Panama Canal, Amazon River

Understand how geographical features are marked on a map. Using this knowledge, children to **study world maps to identify other major cities, hilly areas, rivers etc** – Cities (Cairo, Dubai, Singapore, Washington DC), Rivers (Thames, Rhine, Nile, Yangtze), Mountain Ranges (Alps, Himalaya, Rockies,)

Biomes - Understand the term 'biome'.

Use knowledge of this term to make suggestions for places in the world which may be biomes.

Main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas.**

Identify the climate, the habitats, the plant life systems and animal types and how people live in the rainforest.

Human & Physical

Settlements - Look at pictures and labeled diagrams of different historical settlements over time.

Study maps of Anglo Saxon and Roman settlements. **Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps** and **make suggestions about change.**

Identify main economies in the immediate area. **Compare with trade in the past.**

Fieldwork

Identify local features on a map and begin to **experiment with four figure grid references**, using them to **locate and describe local features.**

Use recognised symbols to mark out local areas of interest on own maps.

Apply Skills and Objectives from Year 4 Maths - Statistics.

New Vocabulary	Map Work Geological Features Major Cities	Climate Zones & Biomes Climate Deciduous Desert Evergreen Forest Grassland Humid Tropical Tundra Wild Highland Polar Rainforest Rainfall	Rainforest Study Waterway Water level Deforestation Economy Export Import Palm Oil Trade Natural Resources Species Inhabitants Extinct Variety Emergent Layer Canopy Understory Forest Floor Dangerous Sustainability	Antarctic Study Polar Barren Frozen Habitat Harsh Melting Glacier Ice Flow Ice Field Sea Ice Icebreaker Expedition Nutrients Permafrost Permanent Plain Sustain Crevasse Journey Global Warming Climate Change	Fieldwork Residential Retail Warehouse Solicitor Government Offices Professional Commercial Industrial Public Authorities Vacant Data Interview Questions Presentation
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Retrieval Practice

Year Group: Year 5

Locational & Place Knowledge

Pupils can confidently use maps, globes and Google Earth.

Use atlases/maps to describe and locate places using 4 figure grid references

Locate the continent of Africa and identify countries & cities: Egypt/Cairo, Morocco/Rabat, South Africa/Johannesburg, Somalia/Mogadishu. Also identify Atlas Mountains, Lake Victoria, Mount Kilimanjaro.

Identify largest urban areas in Africa and the deserts/plains etc.

Compare 2 different regions in Africa, rural/urban.

Compare 2 different physical regions in Africa (the Sahara, the Sahel, the Ethiopian Highlands, the Savanna, the Swahili Coast, the Rainforest, the Great Lakes and Southern Africa.)

Use maps to locate features of the UK – rivers (Thames, Wear, Tyne, Tees), mountains (Pennines, Grampians, Cambrian, Southern Uplands, Lake District), large cities (London, Edinburgh, Newcastle, Cardiff, Belfast, Birmingham, Liverpool, Southampton).

Label counties, cities, mountains and rivers.

Human & Physical

Rivers & Water Cycle - Use the language of rivers e.g. erosion, deposition, transportation.

Explain and present the process of rivers.

Compare how river use has changed over time and **research the impact** on trade in history – Shipbuilding on the Tyne.

Trade - **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas.

Study maps and pictures of Victorian towns. **Compare and contrast** photos and maps from today.

Fieldwork

A study of Newcastle – Now & Then

Look for evidence of past river use by visiting the location.

Study pictures of the river in Victorian times and **compare and contrast**.

Select a method to present the differences in transport in the area today.

Record measurement of river width/depth.

Apply Skills and Objectives from Year 5 Maths - Statistics.

New Vocabulary	Map Work Grid Reference Grid Square Coordinate Axis	Rivers & Water Cycle Waterway Source Stream River Tributary Meander Mountain Hill Oxbow Lake Waterfall Canal Evaporate Condense Drizzle Shower Downpour Torrential Absorb Atmosphere Groundwater Liquid Transpiration Water Vapour Precipitation Runoff Condensation Mouth Tidal Current Flow Lock Flood Floodplain	UK Settlement Study Agriculture Economy Arable County Crop Density Farming Historical Livestock Population Present Rural Viaduct Engineering Construction Traditional Railway Development Construction Production Employment Landmarks Tourists Tourism	Trade Import Export Supply Chain Trade Route Demand Finance Currency Distribution Transport Invest Fairtrade Consumer Ethically
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Retrieval Practice

Year Group: Year 6

Locational & Place Knowledge

Ensure pupils can confidently use maps, globes and Google Earth.

Revise previously taught locational knowledge – Continents, Oceans, UK, Europe (Cities & Human/Physical features, Russia, China, Australia, South America, Africa, Equator & Tropics).

Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.

Locate the major cities of the world and draw conclusions as to their similarities and differences.

Types of Maps – Projections, Scales & Longitude & Latitude

Explore different world map projections – Cylindrical – Mercator, Conic & Azimuthal.

Changes Over Time – The Soviet Union to Modern Russia and build up to the Ukraine Crisis

Children identify Ukraine on the Map – Second largest country in Europe after Russia. Capital city Kyiv.

A Study of North America

Study maps of the USA to identify environmental regions.

Compare and contrast these regions.

Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.

Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.

Reflect on the importance and value of the tourism industry in these areas.

Human & Physical

Understanding Natural Disasters

Describe and explain the processes that cause natural disasters – Volcanoes (Revisit), Earthquakes – San Francisco (epicenter, Richter scale, magnitude, plate tectonics), Floods – UK, Tsunami - Japan, Wildfires - Australia)

Changes Over Time in the UK

Study photographs, aerial photographs and maps of Morden, pre war, post war and present day (North East England)

Study population numbers throughout the course of WWII and reflect on the reasons for changes.

Study pictures of land use during these three periods.

What is the European Union and why Brexit has been an important part in British decision making.

Identify the distribution of natural resources across the UK (Copper mining – Wales, Coal – North East England, Natural Gas – North Sea) and across the world (i.e. Oil – Middle East, Metals – China).

Fieldwork

Analyse evidence and draw conclusions based on a variety of studies, surveys & data collected

- Traffic surveys, congestion monitoring etc.

Apply Skills and Objectives from Year 6 Maths - Statistics.

<u>New Vocabulary</u>	<u>Map Work</u>	<u>Natural Disasters</u>	<u>UK (Pre / Post War)</u>	<u>Trade</u>	<u>Fieldwork</u>
	Scale	Earthquake Flood	Conflict	Import Export	Analyse Analysis
	Projection	Tsunami Tornado	Battle	Supply Chain	Statistics
	Longitude	Hurricane	Blitzkreig	Trade Route	Responsibility
	Latitude	Wildfire Contain	Rationing	Demand Finance	Debate Beliefs
	Azimuthal	Resources	World War	Currency	
	Mercator	Equipment	Architecture	Distribution	
	Conic	Rescue Relief	Mass	Transport Invest	
	Hemisphere	Defenses	Production	Fairtrade	
	Cartographer	Emergency	Technology	Consumer	
	Prime Meridian	Disaster Ruined		Ethically	
	Time Zone	Destroyed			
		Recover			
		Devastated			
		Deadly Recover			
		Rebuild			