

Geography LPT 2021-2022			
	Autumn	Spring	Summer
F2	<p>Geography Strands for EYFS (The Natural World) In reception children will:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>Early learning Goal 'The Natural World':</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
	<p>Our immediate environment (classroom and school) Locating different parts of the classroom and school and roles within the school</p> <p>Roles within our wider community People who help us in our community and locality</p> <p>Different Cultures How different cultures celebrate different festivals around the world</p> <p>Key concepts: <i>Change and continuity, chronology</i></p> <p>Seasons Autumn – what has changed? Weather Clothing</p>	<p><i>Contrasting environments (Geography, Science)</i> <i>Similarities and differences</i> <i>Weather</i> <i>Changing states of matter – water, freezing</i> <i>Observations over time</i> <i>People who live in cold places- how do they survive?</i></p> <p>Seasons Winter – what has changed? Weather Comparing to autumn - what is different? What is the same? Sorting and matching items to seasons</p>	<p>Map skills (linked to topic) - map skills of the garden/outdoor area</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (linked to garden topic)</p> <p>Seasons Spring – what has changed? Weather comparing to Spring and Summer- what is the same and what is different?</p>

<p>Y1</p>	<p>Weather is made up of a combination of wind, rain, temperature and other factors. Climate describes the pattern of weather which occurs over a period of many years. UK has 4 seasons. Pupils need to make links between the weather and everyday lives Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Autumn Winter Spring Summer (4 blocks) Recording temperature /measuring rainfall/snow. Contrasting weather in other areas-London/South America (adding in countries as they are covered in Geography studies. 4 seasons and the differences between them. Name and order them in a cyclical diagram Fieldwork -crucial to understanding seasons Describe how changes in temperature and day length changes Seasonal activities Seasonal Clothes Seasonal clocks Seasonal clues Seasonal word clues Misconception: Children do not understand that weather is localised and variable.</p>		
	<p style="text-align: center;">Weather Symbols</p> <p style="text-align: center;">Make/use weather symbols to show different conditions Sunshine, sun , shower, cloud rain fog gales.</p> <p style="text-align: center;">Record weather over a week at different times of the day Choose two pupils to be weekly forecasters Record temperature Compare temperature</p>	<p style="text-align: center;">Weather Symbols</p> <p style="text-align: center;">Make/use weather symbols to show different conditions Start to use simple equipment to measure different weather criteria outside once a week. Investigate where the windiest/shadiest part of school are. Map them on a map of school. Cloud watchers .https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/clouds/cloud-spotting-guide Watch cloud video use cloud chart</p>	<p style="text-align: center;">Extreme Weather</p> <p style="text-align: center;">Serious weather events-flooding/snowed in Extreme weather EW vocab link to photographs flood, gale storm, blizzard Take one extreme weather condition and list the clothes have to wear List issues caused by the EW Simulate flooding using sand/gravel and adding work play figures. Make a news report</p>

	Weather kits and weather Photo pack		
Y1	<p>Where we live? (Lifestyle/Culture/Settlements) GA Investigating our street Book The Street beneath My Feet</p> <p>Our local area Small Area Around the school local area Chapeltown Distinguish between what is considered to be the Local area and surrounding environment of school</p> <p>Place Knowledge and Locational Knowledge locate our local area and pupil homes on maps/digimap google earth Use maps to locate and record a range of features/buildings and other landmarks Fieldwork-go for a walk from school to explore the local area. Predictions before the work as to what will be seen Show the route that will be taken. Where will dangerous points be? (roads/narrow paths) Discuss how they might keep each other safe on the walk Take photos (including with a class teddy)/voice record the walk and features seen Sound mapping at points along the walk-what can be heard Review the walk afterwards-what types of buildings were seen/dangers along the way/any surprises Skills and Fieldwork</p>	<p>Where do we Play? (Lifestyle/Culture) Book Voices in the Park Geographical Skills and Fieldwork Use aerial photos and plans to recognise landmarks in local area to locate their home in relation to school</p> <p>Use OS maps to explore and use compass directions and directional language to consider different routes and journeys around school to locate areas to play Place Knowledge School Play area and local Park Identify similarities and differences in human features and physical features of play areas in school Visit Chapeltown Park and list similarities and differences As above different play areas in local area-Chapeltown Park When is the park available? Who uses it? Who looks after it? Is it an inviting place How do children play there/use it? Write to the local councillor to ask for more... How does the weather affect the use of play areas What would pupils choose to change about playtimes/areas and activities and why</p> <p>Geographical Skills and Field Work Use of photographs including aerial photographs of parks Visits around school and the local parks Identify parks on an OS map Describe its location in relation to other places or features</p>	<p>Where does our food come from? Routes and Journeys GA Food for Thought (Trade/Culture/Weather) UK/ Seven continents /Five Oceans Locational and Place Knowledge Local routes Normal day to day route to shops. Digimap/aerial photographs locate major food shopping areas in the local area. How do families get there? Graph -walk/drive/bus GE Why do we need to buy from further away?</p> <p>Roads and Railways local and regional UK Why does food need to travel to us from further afield Classify regional food local/not local seasonal Investigate where the food that we eat comes from how far has the food travelled (FOOD MILES)</p> <p>Classify food grown in the UK not uk and why this food is not typically grown in England. Linked to weather Explore continents around the world with a focus on how one well known food is transported from each continent-Europe Asia Africa Australia America (South) Track foods from seven continents and locate the oceans that they must cross to bring the food to the UK. Locate harbours in UK where food is delivered to for further distribution Farming in the Local Area Human and Physical Geography</p>

<p>Use aerial photos and plans to help identify the features seen</p> <p>Human and Physical Geography Our Homes explore different types of homes in our local area Human Features (semi terraced detached flat bungalow etc of our local area including our school) Features of particular types of houses Similarities and differences of houses Features that make up a street their own and compare to PARK AVENUE similarities and differences Recognise the part people pay in creating the character of a street</p> <p>Our Local Environment-Shops and Places of work What do the pupils know about their local community? Identify various activities in the area where they live Compare area around Park avenue and main street in Chapeltown Count no of people seen in both places. What are they doing Record no of people on a map and what they're were doing Coloured dots could be used to show different activities-leisure/shopping/working Interview shop keepers (prior arrangements)</p> <p>Homes and Houses Types of housing-show pictures/label Housing facts in Chapeltown</p>	<p>Use digital map/photographs Use Compass Points NSEW directional language</p> <p>Concepts physical and human processes place space scale environments</p>	<p>Farming in the local area Compare similarities and differences between Chapeltown and Bradfield landscape use of land Urban/rural terminology to be used</p> <p>Geographical skills and Fieldwork Identify places on an OS map UK world /google earth/globes Field work (visit to a farm in a contrasting location to Sheffield) (Bradfield-Dungworth Investigate Milk production</p> <p>Books- The world came to my place today: Cocoa beans – South America, Rice – China, Sugar canes – south east Asia Katie Morag and the two grandmothers Farmer Duck Leon’s Luck Lunch Break The Perfect Hamburger</p> <p>Concepts physical and human processes place environments</p> <p>Train services from Chapeltown where can we travel to? (focus on different parts of Yorkshire Locational Knowledge Investigate travelling around Yorkshire from where they live Locate train stations /airports /ferry ports Locate all seas around the UK.</p>
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<p>Collect information about the types of housing along one side of Park Avenue/ Another group-another street..</p> <p>Compare houses on a street-house furniture/doors/chimneys/gardens/windows</p> <p>Map the local area around school</p> <p>GE Why did your family choose your street?</p> <p>Houses</p> <p>What kind of housing is mostly found around school?</p> <p>How does this link to the space around school/local area/</p> <p>Map journey to school-labelling features that pass using knowledge gained from above areas</p> <p>Compare to town centre-flats why?</p> <p>Use digimap to show town centre compare to Chapeltown-SPACE</p> <p>Primary Geography Exploring the locality and beyond 101</p> <p>Place Knowledge and Locational Knowledge</p> <p>Contrasting Area of the UK</p> <p>Identifying Sheffield as part of Yorkshire and the UK. Relate scale of Chapeltown to Sheffield /London</p> <p>Geographical Skills and Field Work</p> <p>Use of photographs including aerial photographs</p> <p>Field work Visits around school and the local area</p> <p>Identify places on an OS map</p> <p>Locate on a map of different dates and note change in use of land (DIGIMAP)</p> <p>Describe its location in relation to other places or features (school/centre of Chapeltown)</p>		
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	<p>Locate in an atlas/globe/maps of different scales</p> <p>Concepts Place scale physical and human processes Settlements</p>		
Y2			
	<p><u>Why is Earth called the little Blue Dot?</u> <u>Continents and Oceans</u> GA Little Blue Planet</p> <p><u>Books</u> Eliza and the Moonchild The Snail and the Whale A Balloon for Grandad Flotsam</p> <p><u>Locational and Place Knowledge</u> What is Earth? What do we know about it? Why do we call it the little blue planet? What do the different colours on the surface of the Earth mean on-brown/blue/green/white Locating the 7 Continents Africa Antarctica Asia Australia Europe and Americas Groups to be allocated a continent-fact book Identify physical features-rivers/mountains</p>	<p><u>What makes Britain Great?</u> GA The Uk Investigating who we are GA Investigating Major World Cities London GA Beside the Sea -Investigating the UKs' coastal environments</p> <p><u>Books</u> Oliver who travelled Far and wide</p> <p><u>Locational and Place Knowledge</u> Exploring the UK, its capital cities What is the UK ? 4 countries joined together for hundreds of years Where is the UK in relation to the world Image of the UK/not UK? similarities and difference opinions of UK Interesting facts about Great Britain (8th largest island)</p> <p><u>UK Countries and Capitals</u> Four countries and the seas. Pinpoint Sheffield?</p>	<p><u>Our Street</u> GA Investigating our Town <u>GA What would you do to improve traffic issues in the local area?</u> <u>Books Eco-Wolf and the Three Pigs</u></p> <p>TRIP Hydra Business Park Industry in the local area Hydra Business Park</p> <p><u>Village Town and Cities</u> Definition of the above Why do we have all 3 and where do most people live? pge 77 TPG Difference and similarities between villages/town and cities Do we have villages in other countries Features of a village/town/city Digital maps of all 3 Compare differences Villages-view from google earth-spot particular features</p>

<p>Locate 5 oceans (Why do we call Earth-little blue planet) Oceans-Atlantic, Arctic Indian, Pacific and Southern Geographical similarities and differences between ocean -size What do we get from the ocean Night and Day-around the world Rivers of life Rivers near Chapeltown/Sheffield/England Green Earth-woods/forests/-nearby/far away- digimap/google earth local area</p> <p>Earth and Moon -how are they different</p> <p>Human and Physical Geography Difference in oceans Identify location of hot and cold areas of the world in relation to the Equator and North and South Poles linked to ocean work</p> <p>Geographical Skills and Field Work Use of photographs including aerial photographs Identify places on an OS map Locate on a map of the UK/World Locate in an atlas Compass points GE How might Christopher Columbus have benefitted from all the resources we have now to find his way around the world. Would he need to go around the world</p> <p>Concepts:</p>	<p>What is a capital city-why are they important? Shapes of the 4 countries-similarities/differences Make a outline map-add names of countries/capitals/seas/flags Make flags for outside playground</p> <p>UK Coasts Seas and Oceans What are Coasts Coasts -similarities and differences Coastal features Why people live by the sea? Changing coastlines</p> <p>UK and the wider world Where is the UK in relation to other countries and places? Where are we in the world/in relation to the two poles/oceans Overseas links for the children? Map on a world map places visited/relatives live/</p> <p>Human and Physical Geography Who are we -UK citizens What is a multicultural society What does it mean to belong to a multicultural society (school data) What does being British mean? Who are we? Sort Images of UK/NOT UK Discover more about UK landscape geology/ mountains/ seas Seasonal and daily weather patterns</p> <p>GE Depth Study London</p> <p>Comparing Lonon and Tokyo</p>	<p>Towns-services/council Cities-buildings/landmarks</p> <p>Population growth in Chapeltown-why</p> <p>Locational and Place Knowledge Exploring the local area Chapeltown Human and Physical Geography Definition of a town/city village Where is our town (in relation to Sheffield/Yorkshire/Uk/Continent/World What is the town like-population ? What services transport links leisure facilities does the town have? What do people do for work/leisure? How has Chapeltown adapted to the population increase?</p> <p>Geographical Skills and Field Work Use of photographs including aerial photographs Visits around Chapeltown centre/Industrial park Identify places on an OS map/ map of the UK/World digimap past and present Locate in relation to other places or features (school/centre of Chapeltown) Compass points directional information to local areas to Chapeltown</p> <p>Concepts physical and human processes place space scale environments Lifestyle Culture</p>
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	<p>physical and human processes place space scale environments</p>	<p>Geographical Skills and Field Work Use of photographs including aerial photographs Identify places on an OS map Locate seas on a map of the UK/ Describe its location in relation to other places or features Locate in an atlas Compass directions-cities in relation to each other Use of population stats</p> <p>Concepts physical and human processes place space scale environments</p>	
Y3	<p>Using and Making Maps TPG pge 95 Ongoing Compass Directions Compasses Grid squares Symbols and Map Keys Symbol card pack</p>		
	<p>North America Natural Resources: Oil (Canada) North America Canada, Mexico caribbean (Disneyland) Locate North America Fact file-Largest country/city/lognest river/highest mountain North America display board of NA environments: mountain desert swamp forest tropical beach prairie coral reef ice cap Resources-food Caribbean- Polar Regions</p>	<p>South America GA Amazon adventures- GA Investigating Climate and Biome Natural resources-plants/food/medicines</p> <p>Largest country in South America- Peru Capital City of Peru Lima Lake Titicaca</p> <p>Region -South America Locational Knowledge Place Knowledge Where are the rainforests? (Brazil) Human and Physical Geography</p>	<p>Celebrating our World Region -The World</p> <p>Human and Physical Geography What is global trade? Why /where did it start pge 167 TPF How are we linked to other places in the world? Famous world journeys</p> <p>Locational knowledge World Journeys Explorers-see list p 160 TPG (recap on oceans/continents Y2/Y1)</p>

	<p>Region North Pole and South Pole GA Living in a Freezer Locational Knowledge and Place Knowledge Northern/Southern hemispheres positioning Where are the cold regions? Where is the Arctic circle and Antarctic circle? Where are the north and South Poles? Locate countries that lie within the Arctic Circle?</p> <p>Human and Physical Geography What is the terrain like in the arctic and antarctic circle Greenland/Tundra -vegetation Why is it so cold? Investigate changes in day length light/dark Comparing weather and seasons in the arctic and antarctic circles Adaptation of plants and animals? People of the antarctic</p> <p>Scale Physical processes Human processes Interconnections Environments</p>	<p>Physical Characteristics of rainforests What is a rainforest? (Biomes/Climate zones) How are the physical and human features of Brazil different to where we live? Understand differences between equatorial and temperate regions Investigate the layers of a rainforest How have trees/animals/people adapted to living in a rainforest? What natural resources (food/medicines) come from a rainforest? What is the likely impact of trade and stripping of resources? GE What does the future hold for rainforests?</p> <p>Geographical Skills and Fieldwork Use of OS maps/atlasses/globes Compass points and grid references Use of aerial photographs Sketch maps/plans/graphs tree destruction habitat reduction</p> <p>Concepts:</p> <p>Scale Physical processes Human processes Interconnections Environments</p>	<p>World Wonders Greece/Egypt natural and built Seven wonders of the ancient world Seven wonders of the modern world Seven natural wonders Seven UK Wonders World Heritage Sites Seven Local Wonders</p> <p>Geographical Skills and Fieldwork Use of OS maps/atlasses/globes/map symbols and maps with different scales Compass points and grid references Use of aerial photographs Sketch maps/plans/graphs-use of land/settlements</p> <p>Concepts:</p> <p>Place Scale Physical processes Human processes Interconnections Environments</p>
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Y4	<p>Using and Making Maps TPG pge 95 Ongoing Compass Directions Compass Pack Grid squares</p>		
	<p>UK pastimes: Eating and Football GA Food for Thought What do we know about the Geography of our food? Food as a resource UK Cities and Sport</p> <p>Counties and Regions Definition of counties via Food and Football County Maps County Features County adverts for Yorkshire County Symbols and logos County Boundaries County Games County Food and Premier League Football Teams-Melton Mowbray Pork Pie, Cumberland sausage, Bakewell tart, Cornish pasty, beer</p> <p>Locational Knowledge and Place Knowledge Use existing knowledge to locate known countries for investigating the geography of our food (food on my plate)</p>	<p>Water Cycle GA Investigating Water Water as a resource Region: World's oceans and seas Yorkshire N S W East Riding Derbyshire</p> <p>Locational and Place Knowledge Identify the world's oceans and seas (Y2 links) Water resources around the UK</p> <p>Human and Physical Geography What is the water cycle? Science links. Understand how water is used and distributed around school. What happens to rainwater/waste water? Review natural and economic causes for the uneven distribution of clean water What are the issues with water supply and demand in the UK? Who owns water and why do we have to pay for it? What is Global Goal 6? GE Does everyone have access to clean water?</p> <p>Home Learning</p>	<p>Mountains GA Investigating Mountains</p> <p>TRIP? Derbyshire? Regions: UK, Europe, North and South America Derbyshire</p> <p>Locational and Place Knowledge Locate countries of Europe, North and South America where the world's most impressive mountains are located. Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere of mountains</p> <p>Human and Physical Geography How is a mountain made? Stages of mountain formation (make one) Identify a range of mountain features Find out how mountains change over time How to climb a mountain? GE How does living near/on/by a mountain impact people's lives?</p>

<p>Use UK maps to pinpoint famous named foods: Use latitude and longitude to define position of countries linked to food</p> <p>Food on our Plate</p> <p>Human and Physical Geography Climate zones and food production</p> <p>Where does the food come from that we eat everyday? (bread cereal dairy (link to Y1 visit to dairy farm etc)</p> <p>What are our UK traditional foods?</p> <p>Similarities and differences in local and regional foods?</p> <p>Investigate why fruit and veg is available all year round?</p> <p>Investigate climatic and seasonal differences and the impact on food production?</p> <p>Why do we have to go further afield for certain foods?</p> <p>North America Beef production Why is the trade of beef so large?</p> <p>McDonalds mini topic What factors affect the location of McDonald's restaurants?</p> <p>Locate McDonald's restaurants on world map, consider</p> <p>Review how population, satellite and climate maps affect location.</p> <p>GE What causes famine around the world?</p> <p>Poverty Zones in the Yorkshire (Rotherham Barnsley Leeds Halifax Bradford)</p> <p>What could be done to help? PSHE links High Green visit to Food bank</p> <p>Geographical Skills and Fieldwork Use of OS maps/atlas/globes</p>	<p>Which NGOs support water distribution in parts of the world? Class topic ?</p> <p>Geographical Skills and Fieldwork</p> <p>Use of OS maps/atlas/globes</p> <p>Compass points and grid references</p> <p>Use of aerial photographs</p> <p>Sketch maps/plans/graphs</p> <p>Field Work visit water treatment plant</p> <p>Concepts</p> <p>Place</p> <p>Space</p> <p>Scale</p> <p>Environment</p> <p>Physical and human processes</p>	<p>Geographical Skills and Fieldwork</p> <p>Use of OS maps/atlas/globes</p> <p>Compass points and grid references</p> <p>Use of aerial photographs</p> <p>Field Work</p> <p>Sketch maps/plans/graphs</p> <p>Visit Derbyshire mountain</p> <p>Concepts</p> <p>Place</p> <p>Space</p> <p>Scale</p> <p>Environment</p> <p>Physical and human processes</p>
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	<p>Compass points and grid references to locate places in Yorkshire food production sites Use of aerial photographs Field Work ?</p> <p>Concepts Place Space Scale Climate Economy Environments Trade Resources</p>		
Y5	<p>Ongoing Units Equator Northern and Southern Hemispheres Tropics of Cancer/Capricorn Prime Prime Meridian, and time zones –time zones often follow national boundaries, they roughly correspond to the lines of longitude, of which the Prime Meridian is the most significant, as it marks 0 longitude. Human and Physical Geography Finding longitude/latitude Explore the relationship between latitude and climate Understand the relationship between longitude and time zones What is the prime meridian and where is it?</p>		
	<p>Settlement and Migration Books The Journey Francesca Sanna (refugees) The Other Side of Truth (refugees) If the world were a village</p>	<p>Natural Disasters Earthquakes Volcanoes and Tsunamis GA Investigating Volcanoes Books Escape from Pompeii</p>	<p>Accessibility for Disability in our local area GA QCA unit What does access and mobility mean? Why is access and mobility important? Are all places equally accessible?</p>

<p>Background</p> <p>Settlement patterns What is a pattern? Patterns in house/buildings/cities Patterns of settlements in country of regions Impact of settlements- crowded/empty</p> <p>Cities at night from space-NASA https://citiesatnight.org/index.php/gallery/ Look at different images which reveal how settlements look from night time photography London LA Aub Dhabi</p> <p>UK at night World Cultures Bigger and Bigger cities-why? Why do people move? countryside to city</p> <p>Migration: why do people migrate? e.g Vikings Anglo Saxons Oregon Trail Great Trek Atlantic Slave Trade Windrush Emigration to Australia</p> <p>Refugees</p> <p>If the world were a 100 people https://www.youtube.com/watch?v=QFrqTFRy-LU</p> <p>Data-places that refugees escape from</p>	<p>A Pebble in my Pocket</p> <p>Region Japan non-European Country and Europe earthquakes Italy Greece Romania USA Russia</p> <p>Volcanoes</p> <p>Locational and Place Knowledge Locate major volcanoes around the world</p> <p>Human and Physical Geography</p> <p>Earthquakes How is the Earth formed? What is an earthquake? Where are the most earthquake -prone places in the world? What are the consequences of an earthquake? How have buildings been adapted to survive in earthquake zones</p> <p>Volcanoes What is a volcano? Are there different types of volcanoes? Features of a volcano? Understanding the role of tectonic plates in creating volcanoes How can volcanoes change the landscape? Why do some people choose to live near a volcano? How are people's lives affected by living near a volcano?</p> <p>Tsunamis</p> <p>GE How people deal with and adapt to life in certain areas where there are frequent natural disasters e.g. Japan adapting to frequent earthquakes and people building farms on volcanic land</p>	<p>How easy is it to get to particular places? Are improvements being made to access and routes? Who is responsible for improving access? How can we improve access for all? Provision for disabled access around school site Features of disabled access Site areas which would be difficult to access Site areas which support access</p>
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	<p>Newspaper reports Places of origin Other countries view of refugees re Australia Inequalities in the world United Nations High Commissioner for Refugees UNHCR https://www.unhcr.org/uk/figures-at-a-glance.html Why do they want to leave their country How far had the refugees had to travel How did they get to their chosen place?</p> <p>Introduction to lines of longitude/latitude and journeys</p> <p>Primary Geog 97 Seeing the Bigger Picture Refugees Action Aid Migration maps http://migrationmap.net/#/GBR/arrivals Images of refugees http://jamesmollison.com/photography/timemagazine</p> <p>Primary Geography 101 Understanding Migration through Children's literature</p>	<p>Geographical Skills and Fieldwork Use of maps, globes and atlases to locate places around the world Compass points in relation to other European countries Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere Use 4/6 figure grid references, symbols and keUse of OS maps/atlasses/globes Compass points and grid references Use of aerial photographs Field Work Sketch maps/plans/graphs</p> <p>Concepts: Place Scale Physical processes Human processes Interconnections Environments</p>	
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Y6	<p>Ongoing Units Equator Northern and Southern Hemispheres Tropics of Cancer/Capricorn Prime Prime Meridian, and time zones –time zones often follow national boundaries, they roughly correspond to the lines of longitude, of which the Prime Meridian is the most significant, as it marks 0 longitude. Human and Physical Geography Finding longitude/latitude Explore the relationship between latitude and climate Understand the relationship between longitude and time zones What is the prime meridian and where is it?</p>		
	<p>World Countries and Capitals</p> <p>Book Mirror Facts and Figures > 200 countries in the world Particular Focus on WW11 Countries/cities Vary in size Different shapes- Island Nations What makes a country? Laws-regional national and international Borders- Differences between a region and a country Ideas sizes for countries Capital cities not always the biggest World Countries latitude and longitude Equator countries</p> <p>World Cities Every country has a capital city -laws are made major centre for trade and industry and</p>	<p><u>Rivers</u> GA Investigating Rivers</p> <p>Region UK Rivers/World Rivers UK Counties River Amazon</p> <p>Locational and Place Knowledge Find major rivers in the UK and find which counties they cross? Name Europe's major rivers? Where are the longest rivers in the world? Human and Physical Geography Identify a range of river features Recognise the different phases of a river Identify ways in which a river will change a landscape Develop an understanding of the causes and impact of flooding linked to County Work /local flooding issues GE What research is being done to develop ways to prevent flooding</p> <p>Depth Study Focus Amazon River</p>	<p><u>Climate, Biomes and Belts</u> GA Investigating Climates and Biomes and Vegetation Belts Regions Biomes of the World –Tropical Rainforest Temperate Forest Desert Tundra Taiga Grassland Savannah Earth's vegetation regions-forest grassland tundra desert and ice sheet Books Whats that nasty whiff BIOMES and Vegetation Belts Locational and Place Knowledge Locate world's biomes/vegetation belts Developing locational knowledge of countries Identifying the position and significance of the Equator and the Tropic of Cancer and Capricorn (Y5 unit) Identifying and understanding why parts of the world are hotter</p> <p>Human and Physical Geography Describing and understanding how climate influences the development of biomes and vegetation belts What are the different types of climate zones</p>

	<p>important buildings. Transport sporting and cultural events. Largest/Smallest cities Nations working together EU UN Commonwealth Data for EU</p> <p>GE Environmental Issues (North Sea-oil spill How might EU all work together)</p>	<p>comparing UK to Brazil</p> <p>Geographical Skills and Fieldwork Use of OS maps to recognise river features Use atlases/globes/maps to locate rivers in UK EUROPE and the world Compass points and grid references Use of aerial photographs Use 4/6 figure grid references, symbols and key Field Work Rlver visit? Compass points in relation to other European countries Position in relation to Latitude Longitude position in relation to equator and Northern/Southern Hemisphere</p> <p>Human and Physical Geography How rivers are formed Parts of a river How people interact with river environment (links to flooding Y5)</p> <p>Concepts: Place Scale Physical processes Human processes Interconnections Environments</p>	<p>What is a biome? Different types of biomes? What is a vegetation belt? Differences between a climate and a biome? Impact of climate on biomes How plants and animals have adapted to different Biomes (links to Science)</p> <p>Resources from biomes-used for trade and economic activity TPG 237 Fair Trade products IGE mpact of changing climate to life in a biome?</p> <p>Human and Physical Geography</p> <p>Geographical Skills and Fieldwork Use of OS maps/atlasses/globes Compass points and grid references Use of aerial photographs Field Work Sketch maps/plans/graphs</p> <p>Concepts: Place Scale Physical processes Human processes Interconnections Environments</p>
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