




Geography


Year 1


<p>Autumn Term</p> <p>Themes and Key Questions</p>	<p>Our place!</p> <p><u>Geography:</u> What is in the village of Slyne? How do I get to school? Where is the shop / church ..? Can I draw a special picture called a map?</p> 		
<p>Key knowledge and skills</p>	<p><u>Geography Knowledge</u></p> <ul style="list-style-type: none"> • Our school is in a village called Slyne • A village is a small settlement • Bigger settlements are called towns and cities • There are different buildings in places – shops / schools / playgrounds / churches • A photograph shows what a place looks like and a map is used to show where things are in a place 	<p><u>Geography skills</u></p> <ul style="list-style-type: none"> • Name and locate places in their locality • Express views on features of the environment – what they do and don't like • Use simple fieldwork and observational skills when studying the geography of the school and its grounds • Use and draw simple maps / images • Know symbols on maps mean something • Use maps and other images to talk about everyday life e.g. where they live / journey to school • Draw, speak or write about simple geographical concepts such as what they can see where 	
<p>Vocabulary</p>	<p>village</p>	<p>town</p>	<p>city</p>
	<p>shops</p>	<p>church</p>	<p>England</p>
	<p>map</p>	<p>plan</p>	<p>Photograph</p>
	<p>symbol</p>	<p>key</p>	


Spring Term Themes	<p>Polar lands</p> <p><u>Geography</u> : What is life like in the North and South poles?</p> 		
Key knowledge and skills	<p>Key Knowledge</p> <ul style="list-style-type: none"> • The Arctic is in the North and the Antarctic is in the South • The weather in the polar regions is very cold. Antarctica is the coldest place on earth. • Some animals are only found in the Arctic and Antarctic lands. Different animals live in the two regions. • Only scientists lived in the Antarctic but people called Inuits live in the North. • The ice caps are starting to melt. (Environment) 	<p>Key Skills</p> <ul style="list-style-type: none"> • Name and locate places in the wider world • Describe some places and features using basic geographical vocabulary • Ask and answer simple geographical questions • Describe some similarities and difference when studying places and features (e.g. between Slyne and polar lands) • Use simple maps / globes and other images • Know symbols on maps mean something • Draw, speak or write about simple geographical concepts 	
Vocabulary	Arctic	Antarctic	Explorer
	Inuit People	Continent	Polar bears
	Igloo	Camouflage	Habitat
	Climate	Animal names	


Summer Term	<p>An island home</p> <p><u>Geography</u>: Comparing life in Slyne with that of a small Scottish island (Coll)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p><i>Link to Katie Morag and Lighthouse Keeper Stories</i></p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> • There are four countries that make up the UK : England / Scotland / Wales / N Ireland • Scotland has mainland and lots of islands • A map shows you where things are located • Life on an island is different to living in a city or in Slyne (start to give examples of differences) 	<p>Key skills</p> <ul style="list-style-type: none"> • Name and locate places in the UK (England / Scotland / Wales / NI). Investigate surrounding seas. • Describe some places and features using basic geographical vocabulary • Express views on features of the environment – what they do and don't like • Use simple UK maps / images • Know symbols on maps mean something • Use maps and other images to talk about everyday life • Draw, speak or write about simple geographical concepts 	
Vocabulary	Village	Country	Island
	Loch	human	Mainland
	physical	harbour	Bay
	compass	Cliff	Beach

Year 2

Autumn Term Themes and key questions	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <h3 style="color: purple;">London Bus Ride</h3> <p><u>Geography</u> Explore UK geography: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>History</u> ‘The Great Fire of London’</p> <p>Using secondary sources to find out about the past. Sequencing events and times.</p> <p>Famous Person Samuel Pepys</p> </div> </div>		
Key knowledge and skills	<p><u>Geography knowledge</u></p> <ul style="list-style-type: none"> Each country of the UK has a capital city (London / Edinburgh / Cardiff/ Belfast) The North Sea is to the East of the UK London has lots of famous landmarks from a photograph and understand the term ‘landmark’ <p><u>History knowledge</u></p> <ul style="list-style-type: none"> There was a Great fire in London in September 1666 The fire started in a bakery in Pudding Lane The buildings were close together so the fire spread quickly The fire burned for 4 days and destroyed large parts of London Samuel Pepys wrote a diary of the fire King Charles II was the monarch at the time 	<p><u>Geography skills:</u></p> <ul style="list-style-type: none"> Name and locate significant places in the UK (four countries and their capital cities) Describe places and features using simple geographical vocabulary (London) Make observations about features that give places their character (London) Ask and answer simple geographical questions Make comparisons between London (capital city) with where we live (Slyne village) Use a range sources such as maps, atlases and aerial photos to identify features and places and locate famous landmarks Begin to locate landmarks on a map using grid references <p><u>History skills:</u></p> <ul style="list-style-type: none"> To develop understanding of the life of signifiacnt people from the past (Samuel Pepys) To develop understanding of how things have changed over time – compare modern London with London at the time of the Great Fire To use a broader range of sources of informaion (e.g. extracts from Samuel Pepys diary) To make a simple timeline 	
Vocabulary	Samuel Pepys	King Charles II	Pudding Lane
	St Paul’s Cathedral	River Thames	17 th Century
	Underground	Capital city	landmark

<p>Spring Term</p> <p>Themes</p>	<p>TINGA TINGA ...Tales from Africa</p> <p>Geography: Name and locate the world's seven continents and five oceans (Y2)</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Compare and contrast life in an African village in Kenya with life in Slyne.</p> <p>History : The life of Nelson Mandela</p> 		
<p>Key knowledge and skills</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> Name the 7 continents and 5 oceans of the world There is an imaginary line around the world called the Equator and the climate is hotter in countries closer to the equator Africa has a range of landscapes including built up cities Africa is a continent Kenya is a country in Africa and that the capital city is Nairobi There are different habitats in Africa – desert, Savannah. Grasslands, forests, mountains and different climates 	<p>Key skills</p> <ul style="list-style-type: none"> name and locate significant places in the wider world describe places and features using simple geographical vocabulary Make observations about features that give places their character Ask and answer simple geographical questions when investigating different places and environments Describe similarities and differences and patterns e.g. compare their lives with those of children in other places and environments Identify seasonal weather patterns Use a range sources such as maps, globes and atlases, photos and aerial photos to identify features and places Recognise how people sometimes affect the environment 	
<p>Vocabulary</p>	<p>Kenya</p>	<p>continent</p>	<p>country</p>
	<p>savannah</p>	<p>habitat</p>	<p>migration</p>
	<p>National park</p>	<p>tourist</p>	<p>safari</p>
	<p>Game reserve</p>	<p>Maasai</p>	<p>climate</p>

<p>Summer Term</p> <p>Themes</p>	<p style="text-align: center;">At the seaside</p> <div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>Geography Use physical and human geographical terms to describe places</p> <p>History: Seaside holidays in the past – including a trip to the Fleetwood ‘Seaside holidays event’</p> </div> </div>			
<p>Key knowledge and skills</p>	<p>Geography knowledge</p> <ul style="list-style-type: none"> • There are lots of seaside resorts around the coast of the UK (Morecambe is one of these resorts) • Morecambe is in the NW of England – Morecambe Bay leads out into the Irish Sea <p><u>History knowledge</u></p> <ul style="list-style-type: none"> • In the past many people who worked in the mills in the Northern cities came to Morecambe (and other seaside resorts) on holiday • Holidays in the past often involved a journey on a steam train, staying in a boarding house and engaging with traditional activities (e.g. Punch and Judy) • Peoples views have changed over times – bathing machines were used were changing and Sundays were often spent in local churches 		<p>Geography skills</p> <ul style="list-style-type: none"> • Name and locate UK surrounding seas (developing from / building on prior knowledge) • Make observations about features that give places their character • Ask and answer simple geographical questions when investigating different places and environments • Recognise how people sometimes affect the environment • Develop simple fieldwork and observational skills when studying the geography of a local seaside location (Morecambe and Fleetwood – linked to school trip) • Create their own simple maps and symbols • Use simple compass directions as well as locational and directional language when describing features and routes • To show what they know about the past in different ways <p><u>History skills:</u></p> <ul style="list-style-type: none"> • To identify differences and similarities between the ways of life in different historical periods • To use a wide range of sources to ask and answer questions about life in the past • To explore why people did what they did in the past and relate these to their own experiences • To sequence artefacts closer together in time – make a timeline with the decades clearly visible 	
<p>Vocabulary</p>	<p style="text-align: center;">Human feature</p>	<p style="text-align: center;">coast</p>	<p style="text-align: center;">tourist</p>	<p style="text-align: center;">promenade</p>
	<p style="text-align: center;">Physical feature</p>	<p style="text-align: center;">pier</p>	<p style="text-align: center;">resort</p>	<p style="text-align: center;">boarding house</p>

<p>Autumn Term</p>	<p>Egypt : A trip down the Nile</p> <p>Geography : Locate countries and continents on world maps / What is Egypt like today? History the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Egypt.</p>					
<p>Key knowledge and skills</p>	<p>Geography knowledge</p> <ul style="list-style-type: none"> • Egypt is a country in the continent of Africa (build on Y2 knowledge) • Egypt is defined by the River Nile and the Western part of the Sahara desert • The pyramids were built in the time of the Egyptians but are still a human feature of the landscape today • Egypt has a large tourist industry <p>History knowledge</p> <ul style="list-style-type: none"> • AD refers to time after Jesus and BC before Jesus • The Ancient Egyptians lived several thousand years before Jesus. • The most powerful person was the Pharaoh. They were thought to be half-person, half-god. • The pyramids were built for pharaohs to be buried in after they died. • A 'mummy' is a preserved body and 'mummification' means the process of making a mummy. • The Ancient Egyptian writing was called hieroglyphs. • Tutankhamun's tomb was discovered by Egyptologist Howard Carter • Know what life was like for a child in Ancient Egypt. 	<p>Geography skills</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in the wider world (Egypt and its surrounding borders / N Africa) • Use geographical language to describe some aspects of human and physical features and patterns (River Nile) • Make observations about places and features that change over time (e.g. Pyramids – then and now) • Use a range of sources including digital maps / atlases / globes and satellite images (Google earth) to research geographical information <p>History skills</p> <ul style="list-style-type: none"> • To use the terms AD and BC correctly and start to understand how long ago a period in history is (e.g. Egyptians – 3000+ years ago) • To understand some of the key features of life in Ancient Egypt • To ask questions about cause and change and identify similarity and difference • To start to carry out their own simple research about an aspect of life in Ancient Egypt 				
<p>Vocabulary</p>	<p>ancient pharaoh egyptologist</p>	<p>civilisation mummification hieroglyphs</p>	<p>tomb pyramids AD / BC</p>	<p>Continent tourism</p>	<p>Sahara desert</p>	<p>River Nile</p>

Spring Term

Earthquakes and volcanoes

Investigate earthquakes and volcanoes: what they are; why they happen and how they affect the landscape and human activity. Learn that the earth is constantly moving inside and on the surface (plate tectonics) resulting in earthquakes and volcanoes. Ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters)



Key knowledge and skills

Key knowledge


- Volcanoes are made when pressure builds up inside the earth. This affects the earth’s crust causing magma to sometimes erupt through it.
- The earth is made up of a crust, mantle, outer core and inner core.
- Active volcanoes have erupted in the last 10 000 years.
- Dormant volcanoes haven’t erupted in the last 10 000 years but may erupt again.
- Extinct volcanoes aren’t expected to erupt again.
- Learn names/facts of some well-known volcanoes.
- Earthquakes are caused when the earth’s tectonic plates suddenly move.
- Most earthquakes occur near the tectonic plate boundaries.
- Earthquakes can cause lots of damage to roads, buildings and property.

Key skills:

- Use geographical language to describe some aspects of physical features and patterns
- Make observations about places and features that change over time
- Ask and answer more searching geographical questions when investigating different places and environments
- Identify similarities, differences and patterns when comparing places and features
- Use a range of sources including digital maps / satellite images to research and present geographical information
Communicate geographical information through a range of methods including the use of ICT


Vocabulary


volcano	eruption	Ring of fire
equator	magma	Tectonic plates
earthquake	core	Natural disaster


Summer Term	<p>Off to the Lakes</p> <p><u>Geography</u></p> <p>Develop understanding of UK geography Case study of 'The Lake District'</p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> • The Lake District is in the northwest of England in the county of Cumbria • The physical geography of the Lake District includes hills, mountains, forests, valleys, rivers and lakes • The human geography of the Lake District includes types of settlements – towns and villages, farming and tourism • A National Park is a protected area because of the wildlife, countryside and cultural heritage. The villages, towns and farms are also protected. National Parks welcome visitors so that everyone can enjoy these areas of natural beauty 	<p>Key skills</p> <ul style="list-style-type: none"> • Name and locate a wider range of places in their locality (Lake District) • Use geographical language to describe some aspects of physical features and patterns • Ask and answer more searching geographical questions when investigating different places and environments • <i>Identify similarities, differences and patterns when comparing places and features (between where we live and the Lake District)</i> • Observe, record and name geographical features in their local environments • Use a range of sources including digital maps, atlases and satellite images to research and present geographical information • <i>Use the 8 compass points and recognise some OS symbols on maps</i> • <i>Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively (tourism)</i> 	
Vocabulary	Human features	Physical features	climate
	region	mountain	tourism
	lakes	erosion	





<p>Autumn Term</p>	<p>It's all Greek to me!</p> <p>Geography European geography and modern Greece (not a specific location) History (Ancient Greece) A study of Greek life and achievements and their influence on the western world The legacy of Greek culture on the present day</p>					
<p>Key knowledge and skills</p>	<p><u>Geography knowledge</u></p> <ul style="list-style-type: none"> • Europe is one of the seven continents (Recap from Year 2/3) • Greece is a country within Europe – it's capital city is Athens. • Greece is one of the sunniest places in the world. • There are over 6000 islands around the coast of Greece • Greece is home to 18 UNESCO World Heritage Sites. • 80% of Greece is made up of mountains. <p><u>History knowledge</u></p> <ul style="list-style-type: none"> • The history of Ancient Greece covers a large time period • Ancient Greece was made up of city states with their own rules and ruler • Ancient Greeks believed in many gods and goddesses, 12 of whom lived on Mount Olympia • The Olympic Games are a legacy of Ancient Greek culture exploring the balance of religious, social and sporting activities. • Democracy began in Ancient Greece. • Know what life was like for a child in Ancient Greece 			<p><u>Geography Skills</u></p> <ul style="list-style-type: none"> • Name and locate a wider range of places – countries in Europe and some of their capitals • Observe, record and explain physical and human features of the environment and changes over time • Use range of sources including maps, atlases, globes and satellite images to research geographical information • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations (e.g. select a European country – research and present findings) <p><u>History Skills</u></p> <ul style="list-style-type: none"> • To place Stone Age / Egypt / Roman period and Ancient Greece on a timeline using accurate terms / dates • To compare the life of children in different periods of time • To understand some of the key features of life in Ancient Greece, thinking about the legacy of this period still has impact on our life today • To devise their own historical questions to research on present their findings on • To present historical information in a variety of ways that shows connections between and within the period are being made 		
<p>Vocabulary</p>	<p>Alexander the Great</p>	<p>city-state</p>	<p>Parthenon</p>	<p>Europe</p>	<p>Athens</p>	<p>Heritage site</p>
	<p>Sparta</p>	<p>government</p>	<p>Olympia</p>	<p>mountainous</p>	<p>climate</p>	

Spring Term	<p>Bonjour!</p> <p>Geography a study of a contrasting European region. European cities and capitals with a focus on Paris. Then contrasting Paris with London (building on work from Year 2) Find out about the region (location / climate / key features etc)</p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> • Paris is the capital of France in the continent of Europe, centre for government and culture. • The population is over 2 million. • London is the capital of the United Kingdom and has a population of 8.9 million. • The Paris climate is similar to the UK though it has cooler winters and warmer summers. • Tourist attractions include Eiffel Tower, Arc de Triomphe, The River Seine and the Louvre. • There are 44 countries in Europe. • Children learn the capital cities of a number of countries. • The currency in France is the Euro. • There is no monarchy in France, their head of state is a President. • The head of state in the UK is King Charles. • The UK and some other European countries have a monarchy. 	<p>Key skills</p> <ul style="list-style-type: none"> • Name and locate Paris and other capital cities on a map. • Use geographical language to identify and explain some aspects of human and physical features and patterns • Ask and respond to more searching geographical questions e.g. How..? and Why...? • Identify and describe similarities and differences and patterns between Paris and London. (Y2 locational study) • Observe, record and explain physical and human features of the environment • Use range of sources including maps, atlases, globes and satellite images to research geographical information • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations (e.g Paris city pictorial map) 	
Vocabulary	monarchy	currency	Physical properties
	Eiffel Tower	River Seine	Tourist attraction
	population	climate	Capital city


Autumn Term	<h2 style="color: purple;">Out on the Bay</h2> <p>Geography Recognise that there are different forms of renewable energy and discuss the pros and cons for their use – including wind farms in the Bay.</p> <p>Explore was of ‘taking care for the planet’ including the 3 Rs (Reduce / Reuse / Recycle). Focus on sustainability.</p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> Greenhouse gases (including carbon dioxide) are affecting the temperature of the world which is adding to climate change and global warming Carbon dioxide is thought to be generated by humans use of fossil fuels Food waste, transport, deforestation, plastic pollution are damaging the planet Renewable and non-renewable energy have advantages and disadvantages Wind turbines are in place in the Bay to generate power Taking action on global issues is part of our courageous advocacy 	<p>Key Skills</p> <ul style="list-style-type: none"> Name and locate wind farms in the NW of England (significant features) and recognise OS symbols on maps and use 4 figures grid references Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how feature and places change and the links between people and the environments Ask and respond to more searching geographical questions e.g. How..? and Why...? Observe, record and explain physical and human features of the environment Use range of sources including maps and satellite images to research geographical information Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations (e.g. for and against arguments) Express their opinions on environmental issues and recognise that other people may think differently. Be able to discuss issues surrounding sustainability. 	
Vocabulary	renewable	non-renewable	energy
	sustainable	power	turbines
	environment	impact	

<p>Spring Term</p>	<p>Tropical Rainforests</p> <p>Geography A case study of South American region (location / climate / life in this area) Compare to the areas studies in Y3 and Y4. Environmental impact of deforestation – climate change. Comparing weather patterns.</p> <div data-bbox="1451 379 2042 587" style="text-align: right;">  </div>				
<p>Key knowledge and skills</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> • The Amazon Rainforest is classed as a tropical rainforest as it receives high average temperatures and high average rainfall. The climate in tropical forests is typically warm and wet as it is in a belt near the equator • The weather systems create a rich ecosystem of plants and animals which could not survive without these conditions. • The rainforest comprises of the emergent layer, the canopy layer, the understory and the forest floor. • Tropical rainforests cover 6 -7% of the Earth’s surface but contain over half of all the plant and animal species in the world. They are complex eco systems anf they are thousands of years old. • The Amazon rainforest is the largest rainforest in the world. • The Yanonami tribe are the largest isolated tribe in the Amazon rainforest. • Deforestation is the action of clearing a wide area of trees. People have been cutting down trees for thousands of years. In recent times, however, the number of forests being lost through deforestation has grown enormously. An area of a rainforest the size of a football pitch is being destroyed each second 	<p>Key skills:</p> <ul style="list-style-type: none"> • Name and locate an increasing range of places in the world including globally and topically significant features and events. • Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. • Demonstrate understanding of how and why some features or places are similar or different and how and why they change. • Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? • Recognise geographical issues affecting people in different places and environments. • Use a range of maps and other sources of geographical information and select the most appropriate for a task. • Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. • Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 			
<p>Vocabulary</p>	<p>deforestation extinction</p>	<p>eco-system habitat</p>	<p>indigenous emergent layer</p>	<p>endangered understory</p>	<p>canopy forest floor</p>

Summer Term	<p>From source to sea (A rivers journey: The River Lune)</p> <p><u>Geography:</u> A study of the River Lune – looking at the key features of the river (source / tributaries / estuary / mouth) and the different communities it runs through. Using OS maps and satellite images to explore key features.</p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> • Rivers occur naturally as opposed to canals which are man-made. • Every river follows a journey from its source to the sea. • The River Lune is our closest river. Its sources is in Newbiggin in Cumbria, it flows through Lancaster and its mouth is in the Irish Sea. • The stages of the water cycle are precipitation, surface run-off, ground water flow, evaporation and condensation. • Streams that run into bigger ones are called tributaries. The point at which they meet is called a confluence. • Erosion means breaking away and deposition means ‘dropping off’. The bends in a river are called meanders. The Amazon river is in South America and is the largest river in the world in terms of the volume of water it carries. • Most of the Amazon drainage basin is covered by rainforest. 	<p>Key skills</p> <ul style="list-style-type: none"> • use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. • demonstrate understanding of how and why some features or places are similar or different and how and why they change (e.g. siting of Lancaster as a settlement) • ask and respond to questions that are more causal e.g. flooding (flood plains) recognise geographical issues affecting people in different places and environments. • use a range of maps and other sources of geographical information and select the most appropriate for a task (including ICT) demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 	
Vocabulary	source	mouth	meander
	deposition	erosion	Upper/middle/lower course
	settlements	confluence	tributaries

<p>Autumn Term</p>	<p>Mexican mix-up (Mexico and Maya)</p> <p><u>History:</u> A study of a non-European society that provides contrasts with British history.</p> <p><u>Geography:</u> Locational, Place Knowledge – Mexico. Locate on world maps and consider key information about Mexico including climate and key settlements (use comparisons in the next unit).</p> 	
<p>Key knowledge and skills</p>	<p><u>Geography knowledge:</u></p> <ul style="list-style-type: none"> • The Chihuahuan desert is the largest desert in North America—stretching from the south-western United States into the Central Mexican Highlands. • Due to the region's high altitude (3,000 to 5,000 feet) winters and nights are cool while summer days can reach temperatures over 100 degrees. • Very little rain falls in the area, but underground springs, small streams and the Rio Grande River provide precious water. • Mexico is a land of extremes, with high mountains and deep canyons in the centre of the country, sweeping deserts in the north and dense rainforests in the south and east. • Mountains cover much of Mexico. Between the Sierra Madre Oriental Mountain range in the east and the Sierra Madre Occidental in the west lie small mountain ranges on the Central Plateau. These regions are rich with valuable metals like silver and copper. <p><u>History knowledge:</u></p> <ul style="list-style-type: none"> • People have lived in this region for over 12,000 years, and when they settled here first, they were hunter-gatherers. • Over time, these people learned to farm and settled in small villages. Eventually, these grew into large city-states. • Farming was one of the main reasons that the civilization grew and became so powerful. 	<p><u>Geography skills:</u></p> <ul style="list-style-type: none"> • Name and locate an extensive range of places in the world. • Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. • Communicate geographical using a wide range of methods including writing at increasing length. <p><u>History Skills:</u></p> <ul style="list-style-type: none"> • To place all periods of history studied in KS2 on a timeline and make comparisons between periods – note trends over time. • In depth study: To research and find out about the life of the Ancient Maya and compare to other ancient civilisations studied (e.g. Egypt and Greece). Explore how the empire started and how it came to an end along with key features of life. • To consider the impact that the Ancient Maya had then and now.

	<ul style="list-style-type: none"> • The Maya civilization grew with a plentiful supply of water, farming techniques, and natural limestone and obsidian for building materials and tools. • The Maya built temples, ballcourts and plazas. • The Maya believed in many gods and goddesses. • The Maya were not a united empire like Ancient Egypt. Each city was a state with its own ruler and council of high priests. • Life was very different for the rich and poor in Maya society. • In the 10th century the Maya people of the central Maya Lowlands began to abandon their cities but nobody really knows why. 					
Vocabulary	civilisation	codices	tombs	society	hunter-gatherers	plaza
	drought	maize	architecture	pyramids	archaeologists	artefact
	scribes	cocoa beans	region	altitude	temple	settlement
	stelae	hieroglyphics	civilisation	religion	plateau	region

Spring Term	<h2 style="color: purple;">A Rocky Ride</h2> <p>Geography: Understanding aspects of physical geography (mountains) A case study of 'The Rockies' (location / climate / key aspects of life in the region) Compare and contrast with geographical areas studied in Year 3 – 5.</p> 		
Key knowledge and skills	<p>Key knowledge</p> <ul style="list-style-type: none"> • The Rocky Mountains are located on the western side of North America extending across a wide range of vegetation belts. • A biome is a large area on the Earth's surface defined by the types of animals and plants living there. • Mountains are areas of land much higher than the land surrounding them. They have a summit of over 600 metres. • Lines of ranges form mountain belts. • Mountains are formed through erosion, volcanic activity, or movement of tectonic plates. (Link back to work in Y3) • Contour lines on a map join land that is at the same height. They are usually marked in 5m or 10m intervals. The closer the lines are together, the steeper the slope will be. • Landscapes can change over time for many different reasons. 	<p>Key skills:</p> <ul style="list-style-type: none"> • Name and locate an extensive range of places in the world including globally and topically significant features and events (tropics / time zones etc) • Use atlases and globes to label all significant features on a world map • Recognise patterns in physical features and understand some of the conditions, processes or changes which influence these patterns. • Explain some links and interactions between people, places and environments. • Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? • Use a range of numerical and quantitative skills to analyse, interpret and present observations, measurements and recordings. • Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. • Communicate geographical using a wide range of methods including writing at increasing length. 	
Vocabulary	biomes	equator	gorges
	climate	flora/fauna	tectonic plate
	continent	altitude	summit

Summer Term	<p>Locality Study <u>Geography</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) To build their knowledge of the United Kingdom and the wider world 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>					
Key knowledge and skills	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To use four and six figure grid references. • To understand the difference between using four and six figure grid references. • To locate key geographical features. • To use a key and map symbols to identify key geographical features. • To identify key geographical features in my local area. • To measure the distance between key geographical features in my local area. • To say what scale is. • To why scale is useful. • To identify key geographical features in my local area. • To use map reading skills to identify features on a walk. • To understand maps can change over time. • To use Digimaps for Schools to explore historical maps and compare them to modern maps. • To analyse and compare geographical features between Slyne in the past and present. • To understand how the land in Slyne and Hest Bank was used in the past and why it has changed. 			<p><u>Key skills</u></p> <ul style="list-style-type: none"> • To use grid references to locate key geographical features of my locality. • To measure the distance between local physical and human geographical features. • To explore my locality. • To consider how my locality changed over time. 		
Vocabulary	abstract geographical features	artificial geographical features	natural geographical features	brownfield	cardinal directions	grid code/grid reference
	infrastructure	Ordnance Survey	urban	rural	commercial	industrial