

<ul style="list-style-type: none"> and South America. Identify and describe how the physical features affect how humans live in the rainforest. Describe the human impact on the rainforest. Use literacy to present arguments for and against deforestation using geographical information. Use literacy to present information about how humans affect how Orangutans are becoming endangered. 	<p>Tapir (herbivorous mammal) - Similar in shape to a pig. Tapirs live in South America near water and have long snouts.</p> <p>Poison dart frog (amphibian) - Colourful frog with toxins in their skin. The skin is brightly coloured to keep predators away.</p> <p>Jaguar (carnivorous mammal) - The biggest predator in the Amazon Rainforest. Usually a lone, nocturnal hunter which leaps on its prey from above.</p> <p>Piranha (fish) - These sharp-toothed meat-eating fish can devour cattle and even humans. Attacks are rare.</p> <p>Caiman (reptile) - Type of alligator. Lie in shallow water and feed on land animals that come close to the water edge.</p> <p>Sloth (mammal) - Moves very slowly through the trees, so not to attract attention. Very endangered</p> <p>Map skills North and South America - Brazil Can children identify differences between North/South America and the UK? Can children identify similarities between North/South America and the UK? Can children identify similarities and differences between their life and that of Brazilian child? Can children identify features such as mountains, valleys, volcanoes, fields, towns, villages and cities? Can children identify the seven continents and five oceans of the world? Can children identify the continent of Brazil on a world map? Can children identify the country of Brazil on a world map? Do children know that equatorial countries are hotter than those near the poles? Can children describe what the climate in Brazil is like? Can children describe differences between the climate in Brazil and the UK? Can children identify some animals that live in Brazil? Can children use directional language to describe where things are on a map? Can children use the four compass points to describe where things are on a map? Do children know what the four points of a compass are? Can children describe how to get from one place to another, using compass points? Can children locate features on a map using compass points?</p>	Biome Indigenous Predator Tribe Agriculture Export Import Global Natural resources Sustainability Vegetation belts Economic activity Distribution National resources – energy, food, minerals and water Topographical features Time zones
Year 5: What did the Vikings and Anglo-Saxons want in Britain and how do we know what was important to them?		
<ul style="list-style-type: none"> Describe and provide evidence of main changes in a period of history using a timeline, including dates. Describe what life was like for men, women and children in another time period. Compare and contrast life in Britain over a significant period of time. Use a wide range of evidence to support (justify) claims about the past. Use sources of information to make statements about the past that try to prove. Select suitable sources of evidence giving reasons for my choice. Use sources of evidence to deduce information about the past. I know that a single source of evidence cannot give the full answer to questions. Use appropriate key historical language: dates, time period, era, chronology, continuity, change, century, decade, legacy. 	<p>This chronologically follows on from the Roman topic studied in year 4 and allows the children to see the development of British history in chronological order. References to the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed. The topic will begin with the Anglo Saxons and their settlement in Britain and their struggle against the Picts and Scots. This is due to the Anglo-Saxons arrival to Britain before the Vikings. A comparison should be made between the Anglo Saxons and Vikings throughout the topic.</p> <p>Comparative links – achievements, housing, society, entertainment and beliefs.</p> <p>Develop chronological understanding to make reasoned judgements and opinions about how ‘advanced’ a civilisation was.</p> <p>Pupils will learn about the invasions of the Anglo Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. Can children give an overview of what life was like in the 8th century before the Viking invasions? Can children identify differences between Viking and Anglo-Saxon life? Can children identify similarities between Viking and Anglo-Saxon life? Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</p> <p>Who were the Anglo-Saxons and why didn’t they choose to live in the towns that the Romans left behind?</p> <p>Local area... What does Sutton Hoo tell us about the Anglo-Saxon world? How did converting to Christianity change the lives of people in Britain? Sutton Hoo - In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk. Place names - Many of today’s place names come from Anglo-Saxon words Eg: Birmingham, Oxford, Butterwick Language - Many of today’s English words are based on Saxon words Eg: days of the week, England</p>	<p>Topic Vocabulary</p> Anglo-Saxon Viking Kingdom Raid Trade Invaders Raiders Mercia Wessex Pagan Danelaw Danegeld Paganism Monastery <p>Key Vocabulary</p> Conquer Christianity Society Religion Evidence Century

<ul style="list-style-type: none"> Compare and contrast different maps and images of a location. Find, describe and understand some of the similarities and differences between geographical locations. Describe how places are connected to each other and how they are changing. 	<p>350 AD - Anglo-Saxons raid English shores and are beaten back by the Romans 410 AD - Last Romans leave Britain, leaving the Celts defenceless. 449-550 AD - Arrival of Jutes, Angles and Saxons from Denmark, Germany & The Netherlands 556 AD - Britain is divided into 7 Anglo-Saxon kingdoms: Northumbria, Essex, Wessex, Sussex, East Anglia, Mercia, Kent 597 AD - St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury 731 AD - Bede, widely thought of as the greatest Anglo-Saxon scholar, finishes his 'History of Britain' 789 AD - First recorded Viking attack (Dorset)</p> <p>The Viking Age in Britain began about 1,200 years ago in the 9th Century AD and lasted for just over 200 years. Fierce raiders began to attack the British coasts. They were the Vikings (also called the Danes, although they didn't just come from Denmark.) The Vikings came across the North Sea, just as the Anglo-Saxons had done 400 years earlier. In time, like the Anglo-Saxons, the Vikings made their home here. They drove the Saxons out of part of the country. The Vikings took it for themselves. King Alfred, Saxon King of Wessex, fought them in a great battle, but he could not drive them right away and had to let them have part of the country, called Danelaw.</p> <p>Why was the design of their long ships so important to the Vikings? Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p> <p>Comparative links with the Romans, Earliest Civilisations and Egyptians should be made focusing on; food, achievements, housing, society and entertainment. Would you have liked to have lived during the Anglo-Saxon/Viking period? Explain your answer. What might have been the most vital part of an Anglo-Saxon/Viking village?</p>	Settlement Kingdom Tribe Monk BC/AD Primary sources Secondary sources
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Year 5: Victorian Britain: Were there significant changes in people's lives at this time and, if so, why?

<ul style="list-style-type: none"> Describe what life was like for men, women and children in another time period. Use sources of information to make statements about the past that try to prove. Use a wide variety of evidence to support (justify) claims about the past. Use sources of evidence to deduce information about the past. I know that a single source of evidence cannot give the full answer to questions about the past. Describe and provide evidence of main changes in a period of history (contrasting periods and rapid and slow change) using a time line, including dates. Change my opinion or what I want to find out as I learn more about an era. Compare and contrast life in Britain over a significant period of time. Select suitable sources of evidence 	<p>This topic allows the children to see the development of British history in the nineteenth century and beyond with a focus on their local area. The study, which will focus on 'a child through time', will extend pupil's chronological knowledge beyond 1066.</p> <p>Victorian era- focus on housing, entertainment, food, society</p> <p>How have the daily lives of people at this time been represented and interpreted and why? What impact did people of this time have on their environment?</p> <p>Queen Victoria</p> <ul style="list-style-type: none"> Became a queen in 1837 at age of 18. Ruled for 68 years until her death in 1901. The second longest reigning monarch. Remembered as a wise queen. She had nine children. <p>The 'Industrial Revolution' began in the 18th century and describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</p> <p>There was a big difference between rich and poor in Victorian times. Rich people could afford lots of treats like holidays, fancy clothes, and even telephones when they were invented. Poor people – even children – had to work hard in factories, mines or workhouses. They didn't get paid very much money.</p> <p>Local study - How has Ipswich changed? The Fonnereau family at Christchurch Mansion (Ipswich Museum trip)</p> <p>Children</p> <p>Victorian: In early Victorian England, most children never went to school at all and grew up unable to read or write. Instead they were sent out to work to earn money for their families. Only the upper and middle class children went to school. Children were often forced to work almost as soon as they could walk. Many were used as cheap labour. Children worked very long hours with little breaks and no fresh air. They often worked in very dangerous conditions resulting in</p>	<p>Topic Vocabulary</p> Slum Cholera Workhouse <p>Key Vocabulary</p> 'Victorian Age' Industrial Revolution Urbanisation Chronology Era Peasantry Evidence Critical thinking Judgement Diverse societies Challenges Characteristic features Causes and consequences Continuity and change Similarities Differences Connections
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<p>giving reasons for my choice.</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the way humans live and work in a location. Compare and contrast different maps and images of a location. 	<p>injuries or even death. Very young children were expected to work There was no education for the poor, so it was very unlikely they could get better paid jobs when they were older. Children were paid very little because they were younger - Schools were not free until 1891. There could be as many as 70 or 80 pupils in one class, especially in cities. The teachers were very strict. Children were often taught by reading and copying things down, or chanting things till they were perfect.</p> <p>Which era would you prefer to be a child in? What was life like for children in Britain in different eras? Did children always have to work? Revisit learning from other eras - Stone Age, Roman Britain, Anglo-Saxons and Vikings.</p> <p>Local study - How has life changed for children in Ipswich? What will life as a child be like in the future? (Technological advances) Key areas covered – comparative links to be made</p> <ul style="list-style-type: none"> Different architecture (<i>achievements</i>) Poor and rich children (<i>society</i>) Leisure activities and games (<i>entertainment</i>) School (<i>education</i>) General life (<i>food and housing</i>) Map skills (<i>comparing Ipswich now and during the Victorian era</i>). 	
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Year 5: How is climate change affecting the world?

<ul style="list-style-type: none"> Effectively use a range of resources to describe and give opinions about the key physical and human geographical features of a location. Use appropriate geographical language. Compare and contrast different maps and images of a location. Ask and answer human and physical geographical questions. Describe the human impact on the climate change. Use literacy to present arguments for and against using geographical information. Use literacy to present information about how humans affect 	<p><i>Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.</i></p> <p>The challenge of changing patterns of weather contributing to longer climate change trends across the globe will undoubtedly be one of the greatest issues that will confront pupils in primary school today during the remainder of the century. This enquiry provides pupils with an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate.</p> <p>Why is Elhaji cleaning shoes on the streets of Banjul? (Banjul rainfall) During the past decade places such as Njar along the North Bank of The Gambia River have suffered from increasing unreliability of rainfall during the wet season causing long droughts, crop failures and great poverty and hardship in a country where most people rely on farming for their livelihoods. The wet South West rain bearing Trade Winds which blow over the Atlantic Ocean before reaching The Gambia cannot be relied upon any longer to give the country the rainfall it requires.</p> <p>Why can't Olivia afford to insure her home? (Australia bushfires) The insurance companies argue that it is clear that both heatwaves and bushfires are becoming more frequent and lasting longer as a result of weather conditions in Victoria becoming warmer and drier and this will continue throughout the century. Average summer temperatures in Victoria are now 1 C higher than they were 100 years ago and autumn and winter rainfall has decreased by between 10 – 20% over most of the state during the same period. From the insurance companies perspective this means that the risk of damage to property as a result of bushfires is becoming much greater and as a result they have no option to charge their customers more in order to cover the possible costs of another natural disaster such as Black Saturday.</p> <p>Why do Lars and Sofie disagree about how nice the weather is? (Greenland ice melting) With an average monthly temperature of – 17 C and only 467 mm of rainfall (250 mm and below is officially designated as a desert) which all falls as snow Greenland is extremely cold and dry – Polar. . Each year since 1979 the number of days of melt across Greenland has increased dramatically as the weather has become warmer. How would you feel if you</p>	<p>Topic Vocabulary</p> <p>Africa Gambia Market Senegal Atlantic Ocean Erosion Life expectancy Australia Victoria State Greenland Bushfires Rainful Ice sheet Carbon Dioxide Global warming</p> <p>Key Vocabulary</p> <p>Equator Capital city Habitat Biome Export Import</p>
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	<p>lived in Greenland?</p> <p>Why are people all over the world noticing that the weather their used to is changing?</p> <p>Re-cap learning from previous lessons. In all these places around the world they are noticing that the weather they are used to is changing and these changes are causing problems of one sort or another. But why is the weather changing in so many parts of the world?</p> <p>Map work - What does it show? What is happening to the temperature of the land and oceans?</p> <p>Identify specific locations and countries which are likely to experience the greatest increases in land surface temperature. Which countries in the southern hemisphere are going to see the highest average temperature changes? How is Antarctica going to fair? What will temperature increases here most likely mean? In the northern hemisphere what are the implications for the sea ice of the Arctic Ocean and the North Pole?</p> <p>Do any of the pupils know what geographers are calling this warming of the earth?</p> <p>The average temperature of the earth is rising, a process called <i>global warming</i>. Global warming is causing changes to normal weather conditions in places all over the world and as a result having serious effects on people's lives.</p> <p>What causes global warming?</p> <p>Each year the amount of the gas Carbon Dioxide in the atmosphere is increasing and this is contributing to causing global warming. Carbon Dioxide is referred to as a Greenhouse Gas because along with other gases such as methane it stops heat bouncing back into space from the earth's surface. It is very important at this point for pupils to understand that naturally occurring greenhouse gases in the atmosphere are vital for the earth as without some of these gases temperatures on the planet would be 20 – 30 C lower than they are today!</p> <p>What have the countries of the world agreed to do about global warming?</p> <p>In December 2015 in Paris representatives of 200 countries agreed to ensure that the surface temperature of the earth would not increase by more than 2 C by 2100 and that this would be achieved by decreasing carbon dioxide emissions. Much more effort and money is to be spent on developing renewable and non-polluting sources such as solar, wind, geothermal, tidal and wave energy to replace the energy now produced from burning fossil fuels. They also agreed to find ways of reducing the demand for energy by living more sustainably in the future. How can we live more sustainably? Why in the United Kingdom we are seeing more solar and wind farms in the countryside? (UK government's decision to reduce fossil fuel burning and to shut all remaining coal fired power stations by 2023) see http://www.bbc.com/news/business-34851718</p>	<p>Global</p> <p>Natural resources</p> <p>Sustainability</p> <p>Vegetation belts</p> <p>Economic activity</p> <p>Distribution</p> <p>National resources – energy, food, minerals and water</p> <p>Topographical features</p> <p>Time zones</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>The Tropics of Cancer and Capricorn</p> <p>Artic</p>
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Skills	Knowledge (Key facts for recall)	Vocabulary to be learnt
Year 6: Battle of Hastings (enquiry question needed here)		
<ul style="list-style-type: none"> Compare and contrast life in Britain over significant periods of time. Use appropriate key historical language: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for my choice. Use sources of evidence to deduce 	<p>This important battle, turned the history of England, shifting the powers held by Anglo-Saxons for over 600 years over to the Normans. Pupils can build on from their learning of Anglo-Saxons in year 5 and develop their understanding of what happened next. Teaching children about the events of 1066 is a great way to get them invested in medieval history. This topic will also provide pupils with the knowledge and understanding to make comparisons between battles in history, understand differences and causes and consequences.</p> <p>Battle of Britain key points (see above)</p>	<p>Topic Vocabulary</p> <p>Hastings</p> <p>Senlac Ridge</p> <p>Cavalry</p> <p>Archer</p> <p>Housecarl</p> <p>Fyrd</p> <p>Noble</p> <p>Contender</p> <p>English Channel</p> <p>Harold Hardrada</p>

<p>information about the past.</p> <ul style="list-style-type: none"> Use a wide range of evidence to support (justify) claims about the past. Use literacy, numeracy and ICT skills to communicate information about the past. 	<p>Battle of Hastings Contenders for the throne: Harold Hardrada William of Normandy Harold Godwinson.</p> <p>Battle of Stamford Bridge Harold G defeats Harold H.</p> <p>Battle of Hastings – 14th October –1066 The battle was as a result of disputes over claims to the English throne. Harold G was related to the previous king and William was promised the throne. Harold marched to Hastings as William sailed across the channel to reach Hastings. Harold and The Saxons were at the top of Senlac Ridge and William and the Normans were at the bottom. The Normans had cavalry and trained nobles as well as trained foot soldiers whereas the Saxons had housecarls (professional soldiers) and fyrds (peasant soldiers). The battle was fought over one day and ended when Harold was killed (in theory from an arrow in the eye) and what was left of his army fled. William was crowned king on Christmas Day 1066.</p>	<p>William of Normandy Harold Godwinson. Bayeux Tapestry</p> <p>Key Vocabulary Claim Strategy Impact Invasion Evidence Primary source Secondary source Era Chronology Continuity Justify Century Decade Leadership</p>
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Year 6: How was The Battle of Britain a significant turning point in WW2?

<ul style="list-style-type: none"> Understand the concept of propaganda and how it affects a historian’s understanding of events during that era. Compare and contrast life in Britain over significant periods of time. Identify continuity and change in the history of the school’s location. Use appropriate key historical language: dates, time period, era, chronology, continuity, change, century, decade, legacy. Ask and answer physical and human geographical questions. Describe how the local area around the school has changed over time. Use appropriate key geographical language. 	<p>This topic allows for comparison of battles – make links to the Battle of Hastings and other battles studied in previous years. Compare the weapons, who lead the battles, armour etc. Do the children understand the main differences, causes and consequences etc Focus on Britain’s achievements</p> <p>The Battle of Britain was an important battle in World War II so provides the children with a good understanding of Britain’s achievements. After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. Germany wanted to invade Great Britain, but first they needed to destroy Great Britain’s Royal Air Force.</p> <p>When did the world war truly begin? Does the source of the information affect the opinion it presents? What happens to people in war torn areas today? How is this similar/different to during WW2? Can you speculate why this change (medicines, technology) might have happened?</p> <p>Overview of WW2 WWII was a battle between two groups of countries. The Allied Powers and the Axis Powers. The major allied powers were Britain, France, Russia, China and the USA. The major Axis powers were Germany, Italy and Japan. Together with the Nazi party, Hitler wanted Germany to rule Europe. To gain more land and power, on the 1st Sep 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declare war on Germany-WWII had begun. The bombing of London, known as the blitz lasted for 57 consecutive nights. Hitler wanted to quash the British spirits so they would surrender. Hitler wanted to destroy the RAF so that he could attack Britain by land and occupy the country.</p> <p>What was the Battle of Britain? Victory in the Battle of Britain represented a very important (some historians argue the most important) turning point in the Second World War as well as being a moment of decisive change in the long history of</p>	<p>Topic Vocabulary Axis Powers Allies powers Blitz Evacuee Rationing Refugee Invasion Chancellor The Holocaust Nazi Winston Churchill Adolf Hitler Follies Mankind</p> <p>Key Vocabulary Century Decade Achievement Empire Civilisation Peasantry Causes and consequences Continuity and change</p>
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	<p>the United Kingdom. By the end of May 1940 Nazi Germany had occupied almost all of Western Europe and driven the allied armies of Britain and France into the English Channel at Dunkirk. Hitler drew up orders for an invasion of Britain the successful execution of which depended on securing aerial dominance. The fight for supremacy in the skies known as the Battle of Britain lasted twelve weeks and in victory for the allies. Hitler's invasion plans were abandoned. Britain was able to focus its physical and human resources on preparations to attack the Germans in mainland Europe rather than on defending its own territory. Victory demonstrated also to both the United States and the Soviet Union that the Nazi war machine was not invincible and that collaborative action might destroy it.</p> <p>Local Impact of WW2 Air raid shelter at Clifford Road Primary School. Local areas that were bombed https://www.bbc.co.uk/news/uk-england-suffolk-15834394</p>	Similarities Differences Connections Military Cultural Economic Political Religious Social Time scales
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Year 6: What is similar/different between the Ancient Maya and the Vikings?

<ul style="list-style-type: none"> • Place periods of time in chronological order. • Use sources of evidence to deduce information about the Aztecs. • Describe what life was like for the Aztecs. • Compare life in Britain with other events happening around the world during the same time period • Use appropriate key historical language: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use sources of information to make statements about the past that try to prove. • Change my opinion (or what I want to find out) as I learn more about an era or an event. <ul style="list-style-type: none"> • Locate regions on a map and identify characteristics of Mexico City. • Identify and describe how physical features affect the way Aztecs lived. • Name and locate geographical regions and identify their physical and human characteristics. 	<p>A study of a non-European society that provides contrasts with British history. Studying the Maya offers fantastic opportunities to link with the Vikings. Whilst the Maya started as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. Children have learnt about the Vikings in year 5 so following this on in year 6 helps to reinforce their learning and contextualise learning about the Maya.</p> <p>Comparative links to previous learning – achievements, housing, society, food, entertainment and beliefs.</p> <p>Who were The Ancient Maya? Where did they come from? The Maya family. What type of homes did they live in?</p> <p>Pre-classic Period - The period of Maya history running from the start of the Maya civilization around 2000 BC to the start of the Classic Period in 250 AD.</p> <p>Post-classic Period - The period of Maya history running from the end of the Classic Period in 900 AD to the end of the Maya civilization in 1500 AD.</p> <p>The Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America. The Mayas built amazing cities like Tikal (which they called 'Yax Mutal') and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions. They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits.</p> <p>In Ancient Maya times, children had very different lives to today. They dressed differently and their homes were much smaller. Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland. Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.</p> <p>Comparative links – Maya with the Vikings</p> <p>Achievements – There is only a small amount of evidence that each group ever met yet they still achieved a lot. Maya, who were essentially a Stone Age society didn't have access to metals unlike the Vikings yet were very impressive. A major difference was the travelling and trade networks. The Maya built</p>	<p>Topic Vocabulary</p> City-state Pyramid Huipil Glyph Ahau or Ahaw Batab Temple Monument Aqueduct Astrology Ceiba Atlati Priest Heliographs <p>Key Vocabulary</p> Agriculture Irrigation Era Change and continuity Chronology Primary and secondary sources Empire Equator Biome Global Natural resources Sustainability Vegetation belts
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<ul style="list-style-type: none"> Use appropriate key geographical language. Find, describe and understand some of the similarities and differences between geographical locations. describe how places are connected to each other and how they are changing as well as how diverse they are across the world. Use literacy, numeracy and ICT skills to communicate geographical information 	<p>metropolises with populations in the tens of thousands whereas the Vikings never really set up great cities. Who was the more advanced society?</p> <p>Housing – Both Viking houses and those of the Maya were very similar in terms of the look and the materials used. Discuss the geographical settings of each and why they used similar materials.</p> <p>Society – The Viking society was free-flowing and allowed people to move between each of the classes. The system of the Maya was known as the ‘Caste’ which meant that you were born into a particular class and stayed there for your entire life.</p> <p>Food – Comparison between farming techniques and methods of collection.</p> <p>Religion – Many similarities here considering there is little evidence to suggest they ever met.</p> <p>Children should be able to place the Ancient Maya into chronological context when directly comparing the Vikings.</p> <p>Note the important role geography played in the differences of both sets of people. Children should be able to explain the sudden decline of the Maya.</p> <p>What was happening in England during the same time?</p> <p>During the Ancient Maya period, The Black Death was occurring in England. This was a type of plague from the fleas on black rats, although it was unknown at the time how it became an epidemic.</p>	<p>Economic activity Distribution National resources – energy, food, minerals and water</p>
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Year 6: How does the UK’s geography compare to other countries?

<ul style="list-style-type: none"> Ask and answer physical and human geographical questions Identify and describe how the physical features affect the way humans live and work in the location (Climate - different working hours) Collect and analyse data (statistics) and other evidence to draw conclusions about locations (questionnaire – parents’ working hours. How does this compare with other countries?) Use fieldwork (trips and visits) to observe and record human and physical features in the local area. Effectively use a range of resources & appropriate equipment to describe and give opinions about the key physical and human geographical features of a location. Compare and contrast different maps 	<p><i>Compare types of settlements, land use, climate, economic activity, topographical features, human and physical geography and time zones with previous locations studied.</i></p> <p>Where am I at in my geography learning? Get the children to complete a geography quiz and brainstorm previous learning – ensure key vocabulary is used.</p> <p>Focus on the UK Name and locate counties and cities of the United Kingdom and geographical regions. Use map skills and compass to compare and contrast different locations.</p> <p>What are contours? These are lines drawn on a map that join places of the same height On OS maps they are orange/brown Some will have their heights written on them—some you will have to work out They are always an EQUAL distance apart If the lines are CLOSE together the land is steep If the lines are FAR apart the land is flat or very gently What are 4 & 6 figure grid references? Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, as long as you remember that you always go along the corridor before you go up the stairs. 6 figure grid references - to pinpoint an exact place on a map, such as a church or farm building, then you will need to use a six-figure grid reference.</p> <p>What is scale? The scale of a map helps us calculate the size, height and dimensions of the features shown on the map</p>	<p>Topic Vocabulary Australia States United Kingdom British Isles England Wales Scotland Regions Tourism</p> <p>Key Vocabulary Cartographer Capital city Coastal Compass points Country County Human features Landmark Landscape Physical features (topographical) Population Climate Navigate Route</p>
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<p>and images of a location.</p> <ul style="list-style-type: none"> Name and locate geographical regions and identify their physical and human characteristics. Find, describe and understand some of the similarities and differences between geographical locations. describe how places are connected to each other and how they are changing as well as how diverse they are across the world. Use literacy, numeracy and ICT skills to communicate geographical information. Use appropriate key geographical language. 	<p>AND the distances between different points. Scale is the ratio between real life distances and how many times it has been shrunk to fit it on the map.</p> <p>MEASURING SCALE We can measure distances on a map in two ways - straight line distances or STRAIGHT LINE DISTANCE: Find the two places and simply place your ruler over both points and measure the distance in-between. When you have the distance convert it into kilometres using the scale line or by multiplying your answer by 0.5, (1:50,000 scale) i.e. 7 cm on the map equals 3.5km in real life.</p> <p>Do the children understand how to navigate using a compass and trundle wheel? Can they complete an orienteering course using these skills?</p> <p>Compare the UK to Australia What is physical & human Geography? Physical geography looks at the natural processes of the Earth, such as landscape, climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.</p> <p>How do the physical features affect the way humans live? Settlements – land use What economic activity is there in the UK and Australia? How does this differ? Does location matter? Talk about the shops in the local area. What shops are near to the school? Where is the nearest supermarket? Are there any new shops or ones which have closed recently? Why? Fieldwork/Statistics – walk through Ipswich town Tally the different shops on the street into categories. Map in a graph and draw conclusions from the data. Can the children make a hypothesis about the data? How does this information differ to Australia? Tourism - economic activity</p> <p>Do people do the same types of jobs in Australia and the UK? Discuss climates and working hours. Show the children a map of the UK and Australia which highlights the different types of jobs. Children could then answer questions and draw conclusions based on the data. Trade What are we trading? What is Australia trading? What economic activity have we looked at so far? Journal: How does trade affect our lives?</p> <p>How are we linked to other people through trade? Provide scenarios</p> <p>Independent/group enquiry Children to compare the UK with a country of their choice. This could be their country of origin, a country they have visited or would like to visit, or from previous previous learning.</p>	<p>Grid references Climate Plate tectonics Scale Contours OS maps Orienteering Economic activity Time zones Latitude Longitude Equator Northern Hemisphere Southern Hemisphere The Tropics of Cancer and Capricorn Artic</p>
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