

## Geography Curriculum 2022-2023

### Intent

La Fontaine’s high-quality geography education inspires pupils to have a curiosity and fascination with the world around them. The curriculum is designed to provide pupils with the foundational skills required to think geographically, which are transferrable across the subject and the curriculum. It offers a progressive sequence - pupils build on their skills as they move through the school. Geography units are planned into sequenced lessons, which follow the skills and concepts required by the National Curriculum. As a result, pupils at La Fontaine are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a secure understanding of the Earth’s key physical and human processes.

| <b>Areas of Geographic Enquiry</b><br><i>Place, Space, Scale, Environment, Environmental impact, Cultural awareness, Interconnections</i>                  |   |   |  |   |  |  |  |   |  |
|--|---|---|--|---|--|--|--|---|--|
| <b>Place and space</b>   | <b>Scale</b>  | <b>The environment</b>  | <b>Causes and consequences</b>   | <b>Cultural awareness</b>   | <b>Similarities and differences</b>  | <b>Power</b>   | <b>Pattern seeking</b>   | <b>Geographical terminology</b>   | <b>Map work &amp; Field work</b>   |
| <ul style="list-style-type: none"> <li>Place = people giving meaning to a location</li> <li>Space = the way things are distributed over an area</li> </ul> | <ul style="list-style-type: none"> <li>Local, regional, national, continental, global.</li> <li>Travel</li> </ul> | <ul style="list-style-type: none"> <li>Geographical features</li> <li>Physical and human</li> <li>Impact of the environment</li> <li>Climate and weather</li> </ul> | <ul style="list-style-type: none"> <li>Changes over time</li> <li>Correlation</li> </ul> | <ul style="list-style-type: none"> <li>Diversity</li> <li>Connections</li> <li>Social identity</li> <li>Values</li> <li>Interactions</li> </ul> | <ul style="list-style-type: none"> <li>Comparison</li> <li>Links between places (interconnections)</li> <li>Climate and weather</li> </ul> | <ul style="list-style-type: none"> <li>Political power</li> <li>Borders</li> <li>Representations of maps</li> <li>Disparity</li> <li>Interconnections</li> </ul> | <ul style="list-style-type: none"> <li>Distribution</li> <li>Analysing graphs</li> <li>Interconnections</li> </ul> | <ul style="list-style-type: none"> <li>Topic specific vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Field work</li> <li>Drawing maps</li> <li>Sketching</li> <li>Compass points</li> <li>Atlases</li> <li>Representations</li> <li>Key</li> </ul> |

### National Curriculum Aims:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**EYFS**
**Communication and language**

- Communicate a route using positional language
- Listen attentively and respond to discussions about place and space
- Discuss how places make them feel

**Personal, Social, Emotional Development**

- Discuss places that make them feel safe and less safe and how they might mitigate those
- Discuss why places feel good or bad

**Physical Development**

- Relate to the challenge of walking up a steep hill/swimming

**Literacy**

- Practice writing geographical terms
- Write sentences based on pictures from around the world

**Mathematics**

- Talk about the shapes of landmarks
- Count the number of landmarks
- Estimate the number of landmarks
- Spot patterns in the environment around them

**Understanding the world**

- Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps
- Explore the natural world around them, making observations and drawing on pictures of animals and plants
- Know some similarities between the natural world around them and contrasting environments, drawing on their experience and what has been read in class
- Understand some important processes and changes in the natural world around them

**Expressive Arts and Design**

- Use a variety of materials to create their own representations of the world around them
- Tell stories based on the world around them

Progression of skills

**Key Stage One**

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Key Stage Two**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-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

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|               | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|---------------|---|---|---|--|---|--|
| <b>Topics</b> | <ul style="list-style-type: none"> <li>Bromley and the UK</li> <li>Continents, countries and oceans</li> <li>London and Mumbai</li> </ul> | <ul style="list-style-type: none"> <li>London</li> <li>Antarctica</li> <li>The United Kingdom and Greece</li> </ul> | <ul style="list-style-type: none"> <li>Comparison study: Scandinavia and Egypt</li> <li>Plate tectonics, continents, oceans (case study: India)</li> <li>Rivers (case study: the Nile and a local river)</li> </ul> | <ul style="list-style-type: none"> <li>The Mediterranean</li> <li>Land forms: earthquakes, volcanoes and mountains</li> <li>Islands: Orkney and Jamaica</li> </ul> | <ul style="list-style-type: none"> <li>Rainforests (case study: The Amazon)</li> <li>The worlds cities: Resources, Economics and Trade</li> <li>Case study of local area (Bromley)</li> </ul> | <ul style="list-style-type: none"> <li>Sustainability, energy and resources</li> <li>Case study: Baghdad</li> <li>Migration</li> </ul> |

| <b>Year 1</b>                 |  |  |  |
|-------------------------------|--|--|--|
|                               | <i><b>Bromley and the United Kingdom</b></i>   | <i><b>Continents, countries and oceans</b></i>   | <i><b>London and Mumbai</b></i>  |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Name, locate and identify Bromley on a map of the United Kingdom.</li> <li>Locate the United Kingdom and Bromley on a range of maps (varying scales and types)</li> <li>Name the 4 seasons and order them chronologically</li> <li>Understand the weather patterns in the United Kingdom</li> <li>Explore place and its connection to feelings and emotional attachment with reference to 'home' and 'Bromley'</li> <li>Use simple fieldwork and observational skills to study the school and its grounds</li> <li>Use aerial photographs and plans to recognise Bromley and the school and its grounds</li> <li>Devise a simple map of the school/Bromley and construct basic symbols in a key</li> </ul>  | <ul style="list-style-type: none"> <li>Use a range of maps to name and locate the world's 7 continents and 5 oceans</li> <li>Use world maps, atlases and globes to identify the United Kingdom</li> <li>Name, locate and identify the 4 countries of the United Kingdom, and its capital cities</li> <li>Use simple compass directions (north, south, east, west) to describe the location of continents, countries and oceans on a map</li> <li>Use basic geographical vocabulary to refer to key physical and human features on a map (beach, sea, ocean, city, town)</li> </ul> | <ul style="list-style-type: none"> <li>Locate London and Mumbai on a range of maps</li> <li>Understand the distance between London and Mumbai and how to travel between the two</li> <li>Use simple compass directions to explain a journey from Mumbai to London and vice versa.</li> <li>Discuss the similarities and differences between London and Mumbai</li> <li>Understand why some people choose to live in Mumbai and some people choose to live in London</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Mumbai)</li> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, and shop</li> </ul> </li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul> |  |  |

| <b>Year 2</b>                 |  |  |  |
|-------------------------------|--|--|--|
|                               | <b>London</b>  | <b>Antarctica</b>  | <b>The United Kingdom</b>  |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Identify London on a range of maps of varying scales</li> <li>Understand that London is a capital city and begin to discuss its importance</li> <li>Identify the physical and human landmarks of London (river Thames, London eye, London bridge)</li> <li>Replicate a simple map of London and use a simple key</li> <li>Describe a journey from one area of London to another using compass directions and locational and directional language</li> </ul>   | <ul style="list-style-type: none"> <li>Locate Antarctica on a range of maps including its surrounding bodies of water</li> <li>Understand the people who live in Antarctica and why they might want to live there</li> <li>Compare Antarctica and the United Kingdom</li> <li>Identify hot and cold areas of the world in relation to the equator and North and South Poles</li> <li>Plan a route from the United Kingdom to Antarctica and give directions based on this route</li> <li>Understand the impact environmental change is having on Antarctica</li> </ul> | <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas on a range of maps (focusing on varying scales)</li> <li>Identify the seasonal and daily weather patterns in the United Kingdom</li> <li>Plan a route from one area of the United Kingdom to another using different modes of transport</li> <li>Use simple observational skills to recreate a map of the United Kingdom and label it appropriately</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul> |  |  |

| Year 3                        |   |  |   |
|-------------------------------|---|--|---|
|                               | <b>Scandinavia and Egypt</b>  | <b>Plate tectonics, continents and oceans (case study: India)</b>  | <b>Rivers (case study: Nile and local river)</b>  |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Locate Scandinavia and Egypt on a range of maps</li> <li>Identify the Equator, the Northern Hemisphere, the Arctic and Antarctic circle and latitude and longitude on maps</li> <li>Describe the location of Scandinavia and Egypt using geographical terminology</li> <li>Compare the climate and weather of Scandinavia and Egypt</li> <li>Investigate how Scandinavia and Egypt have changed over time (human geography focus)</li> <li>Compare the lives of people in Scandinavia and Egypt</li> <li>Plan a route from Scandinavia to Egypt on a map and discuss the directions and journey time</li> </ul>  | <ul style="list-style-type: none"> <li>Locate the world's countries, continents, oceans and seas using a variety of maps</li> <li>Understand the structure of the Earth (the four layers and the structure of the crust)</li> <li>Look at how continents have shaped the Earth in the past and compare this to the present</li> <li>Develop an understanding of different types of rock and their role in the rock cycle</li> <li>Understand that plates move due to convection currents and that there are three types of plate boundary (convergent, divergent and transform)</li> <li>Understand the similarities and differences between the United Kingdom and India with reference to plate tectonics</li> </ul> | <ul style="list-style-type: none"> <li>Understand the steps of the water cycle</li> <li>Identify the features of a river</li> <li>Identify rivers on a range of maps</li> <li>Observe and record data based on a local river</li> <li>Understand how the uses of the Nile has changed over time</li> <li>Understand why people choose to settle near rivers (e.g. the Nile)</li> <li>Compare a local river to the Nile</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Locate the world's countries, continents, seas and oceans</li> <li>Use maps to understand a region, concentrating on key physical and human characteristics, countries, and major cities</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</li> <li>Understand geographical similarities and differences</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>Use fieldwork to observe, measure, record and present data using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul> |  |   |

| Year 4                        |  |  |  |
|-------------------------------|--|--|--|
|                               | <b>The Mediterranean</b>   | <b>Earthquakes, Volcanoes and Mountains</b>  | <b>Islands: Orkney and Jamaica</b>   |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Locate the Mediterranean on a range of maps using geographical terminology (including the 8 points of a compass and 4 figure grid references)</li> <li>Understand where the Mediterranean is with reference to other places in the world</li> <li>Understand the climate and weather of the Mediterranean and the effect this has on vegetation</li> <li>Understand why people want to visit the Mediterranean including the opportunities of tourism to the local economy</li> <li>Create a journey plan/itinerary from the UK to the Mediterranean (including time-zones) and understand the impact travelling may have on the environment</li> <li>Investigate the culture of people who live in the Mediterranean</li> <li>Look at the different types of settlement around the Mediterranean.</li> </ul>   | <ul style="list-style-type: none"> <li>Locate the worlds continents and oceans on a map, including the major plates</li> <li>Understand the structure of the Earth, why the plates move and the 3 types of plate boundary</li> <li>Understand the difference between oceanic and continental crust and how this affects the landform found at a plate boundary (mountains at two continental crusts)</li> <li>Discuss the distribution of the world's major mountain ranges, volcanoes and earthquakes.</li> <li>Understand the risks of living near active volcanoes and earthquake zones</li> <li>Understand the push and pull factors which influence people to live near mountains, volcanoes and on plate boundaries where earthquakes are likely</li> <li>Investigate how technology can help predict earthquakes and volcanoes</li> <li>Provide pupils with at least one case study of each of the following: an Earthquake and a volcanic eruption.</li> </ul> | <ul style="list-style-type: none"> <li>Locate Orkney and Jamaica on a variety of maps</li> <li>Discuss the topographical features of Orkney and Jamaica through the use of maps and keys the 8 points of a compass. <i>Introduce 6 figure grid references.</i></li> <li>Discuss the distribution of the world's islands</li> <li>Understand the push and pull factors relating to living on islands</li> <li>Understand and compare the climate and weather of Orkney and Jamaica and its effect on vegetation and people</li> <li>Investigate the culture of Orkney and Jamaica</li> <li>Create a journey from Orkney to Jamaica including journey times, directions and time-zones</li> <li>Understand why people want to visit islands including the opportunities of tourism to the local economy</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-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</li> <li>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</li> </ul> |  |  |

| Year 5                        |  |  |  |
|-------------------------------|--|--|--|
|                               | <b>Rainforests (case study: The Amazon)</b>  | <b>Cities of the world: Resources, Economics and Trade</b>   | <b>Case study of our local area (Bromley)</b>  |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Understand the distribution of rainforests in the world including the importance of the tropics and equator</li> <li>Compare the climate and weather of rainforests to the United Kingdom</li> <li>Use a variety of maps to locate rainforests in the world</li> <li>Locate the Amazon rainforest and its surrounding human and geographical features (including major cities)</li> <li>Identify the four layers of the rainforest</li> <li>Understand the importance of the Amazon rainforest (habitat, medicines, river, oxygen)</li> <li>Understand the reasons for and against deforestation</li> <li>Understand the threats to the Amazon including environmental change</li> </ul>  | <ul style="list-style-type: none"> <li>Locate capital cities of the world and discuss the distribution of these.</li> <li>Understand the importance of cities as global trade centres and economic hubs</li> <li>Understand the difference between capital cities, cities, towns, villages and hamlets.</li> <li>Understand the difference between the Global North and the Global South and its political weight (imagined geographies)</li> <li>Understand the distribution of wealth around the world (disparity)</li> <li>Understand what resources are sought after and why and their distribution</li> <li>Discuss trade routes using a range of scales including their changes over time (could include the slave trade)</li> <li>Analyse a range of graphs e.g. GDP and migration</li> <li>Case study – the scramble for the Arctic (oil)</li> </ul> | <ul style="list-style-type: none"> <li>Name and locate <i>counties</i> and cities of the United Kingdom, including key topographical features (hills, mountains, coasts and rivers), and land-use pattern.</li> <li>Understand how land use in the United Kingdom has changed over time</li> <li>Locate Bromley on a variety of maps (using 8 point compass and 4 and 6 figure grid references)</li> <li>Use ordinance survey maps to build an understanding of the United Kingdom and Bromley (using 8 point compass and 4 and 6 figure grid references)</li> <li>Understand how and why Bromley has changed over time</li> <li>Use observational field work to observe, measure, record and present the human and physical features of Bromley (using 8 point compass and 4 and 6 figure grid references)</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-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</li> <li>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</li> </ul> |  |  |

| Year 6                        |  |  |  |
|-------------------------------|--|--|--|
|                               | <b>Sustainability, energy and resources</b>  | <b>Case study: Baghdad</b>   | <b>Migration</b>   |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>Identify different resources and understand which resources are sought after and why</li> <li>Understand the global distribution of resources</li> <li>Understand the difference between renewable and non-renewable resources</li> <li>Know that some places use more energy than other places (link to global north/south and cities)</li> <li>Understand that most energy is produced by combusting fossil fuels and that this contributes to global climate change</li> <li>Investigate how energy is produced for the world (looking at renewable and non-renewable energy sources)</li> <li>Understand what it means to be sustainable (meeting the needs of the present without compromising the needs of the future)</li> <li>Suggest how people can live more sustainable lives</li> </ul>   | <ul style="list-style-type: none"> <li>Identify Baghdad on a range of maps using geographical terminology</li> <li>Look at the physical and human characteristics of Iraq (focus on religion)</li> <li>Investigate how Islamic civilisations have changed over time</li> <li>Understand why the location of Baghdad was chosen (climate, defend, trade routes, river)</li> <li>To understand the structure of Islamic society</li> <li>Compare Baghdad to other capital cities</li> <li>Understand the travel and trade routes in Baghdad</li> </ul> | <ul style="list-style-type: none"> <li>Understand what migration is and why people choose to migrate</li> <li>Understand the difference between migration, refugees, asylum seekers, emigration, immigration and internally displaced people</li> <li>Look at the advantages and disadvantages of migration</li> <li>Look at migration through history</li> <li>Understand what is meant by a 'push' and a 'pull' factor</li> <li>Analyse graphs of world population and city populations and understand why world population has increased</li> <li>Look at the effect that migration has had on Britain</li> <li>Link migration to resources – why do you think that migrants get a bad press?</li> <li>How might migration change in the future and why (link to climate change/war/natural disasters/deforestation)</li> </ul> |
| <b>Disciplinary Knowledge</b> | <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-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</li> <li>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</li> </ul> |  |  |