

Geography - Please note the statements that **MUST** be included when you carry out the unit in your year group.

KS1

Locational knowledge:

name and locate the world's seven continents and five oceans **Year 2 Around The World**

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Year 2 Where Do I live?**

Place knowledge:

be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, **Year 1 Local Area Study**

Year 1 Seas and Coasts **Year 2 Where Do I live?**

and of a small area in a contrasting non-European country **Year 2 On Safari**

Human and physical geography:

identify seasonal and daily weather patterns in the United Kingdom (science)

location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Year 2 Around The World**

use 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. **Year 1 Local Area Study** **Year 1 Seas and Coasts** **Year 2 On Safari** **Year 2 Around The World**

Geographical skills and fieldwork:

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 **Year 1 Me in My Space**

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 (Both yr1 and yr2 to use these during the studies) **Year 1 Local Area Study** **Year 2 Where Do I live?** **Year 2 Around The World** **Year 2 On Safari**

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 **Year 1 Me in My Space** **Year 1 Local Area Study** **Year 2 Where Do I live?** **Year 2 Around The World** **Year 2 On Safari**

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; **Year 2 Around The World** **Year 1 Local Area Study** **Year 2 Where Do I live?**

devise a simple map; **Year 1 Me in My World** **Year 1 Seas and Coasts**

and use and construct basic symbols in a key **Year 1 Local Area Study** **Year 2 Where Do I live?**

Year 1 - Me in my Space

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

Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
devise a simple map

Year 1 Local Area Study

use 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

be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,

and use and construct basic symbols in a key

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

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 (Both yr1 and yr2 to use these during the studies)

use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Year 1 Seas and Coasts

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
devise a simple map

be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

use 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.

Year 2 Where Do I live?

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

use world maps, atlases and globes to identify the United Kingdom and its countries

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.

be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

and use and construct basic symbols in a key

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
Year 2 Around The World

name and locate the world's seven continents and five oceans

location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
Year 2 On Safari

use 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

be taught to 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

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied

use simple compass directions (North, South, East and West) and locational and directional language

Lower KS2

Locational knowledge:

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 **Year 4 Locate the world countries using maps (focus on Europe and include finding N and S America)**

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 **Year 3 Locate cities and counties of UK**

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) **Year 3 Locate cities and counties of UK(intro) Year 3 Extreme Earth - volcanoes, earthquakes, and tsunamis Year 4 Locate the world countries using maps (focus on Europe and include finding N and S America)**

Place knowledge:

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, **Year 4 Human/Physical Geography of Europe – Alps compared to UK**

Human and physical geography:

describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes, and the water cycle **Year 3 Extreme Earth - volcanoes, earthquakes, and tsunamis Year 4 Human/Physical Geography of Europe – Alps compared to UK**

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Year 4 Locate the world countries using maps – where does food come from?**

Geographical skills and fieldwork:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Year 3 Locate cities and counties of UK Year 3 Extreme Earth - volcanoes, earthquakes, and tsunamis Year 4 Locate the world countries using maps – where does food come from? (focus on Europe and include finding N and S America) Year 4 Human/Physical Geography of Europe – Alps compared to UK**

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 **Year 3 Locate cities and counties of UK**

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 3 Locate cities and counties of UK**

Year 3 Locate cities and counties of UK

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

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.

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

Year 3 Extreme Earth - volcanoes, earthquakes, and tsunamis

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)

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 4 Locate the world countries using maps – where does food come from? (focus on Europe and include finding N and S America)

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,

human geography, including: types of settlement and land use, economic activity including trade links

Year 4 Human/Physical Geography of Europe – Alps compared to UK

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

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

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Upper KS2

Locational knowledge: 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), Year 5 Rivers unit and Year 5- Tropical rainforests unit 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)

Place knowledge: 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 within North or South America Year 5- Tropical rainforests comparison to the UK

Human and physical geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork: 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.

Year 5

Rivers

Identify physical characteristics; key topographical features- rivers, coasts and mountains. Use aerial photographs to understand the journey of a river. (River Thames and international river). Name and locate major rivers of the world and describe the journey of a river. River features –tributary, source, meander, estuary, ox bow lake, erosion, deposition. Flow from mountain to sea, lake or lowest point.

Use 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

Human river use: Settlement, tourism, agriculture. Human damage and pollution of rivers. Impact of flooding, human causes of flooding. Use four-figure grid references.

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 5

Tropical rain forests – plus comparison to the UK

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 within North or South America. Tropical climate, biomes and vegetation.

Human and physical geography, including: types of settlement

Year 6

Trade

Describe economic activity including trade links. Identify imports and exports of the UK and economic activity between developed and under-developed countries. Explore Fairtrade as a mechanism to ensure workers' rights and how we can make a difference through our buying choices.

Year 6

Trade – natural resources

Describe land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units Covered	<p>Our Changing World What is happening to the trees?</p> <p>Autumn/Winter/Spring/ Summer Weather</p> <p>Our local places of worship – buildings: Hindu temple- Diwali Church - Christmas Synagogue - Hanukkah Mosque - Eid</p>	<p>Local Area - Our School- Autumn 1</p> <p>Local area study Spring 2</p> <p>Seaside and Holidays – Summer 2</p>	<p>Where do I live? UK Countries and capital cities and seas + own locality</p> <p>River Thames - Autumn 2</p> <p>Around the World. (7 Continents, 5 oceans, North and South poles) -Spring 2</p> <p>Safari – comparison of another place (Compare non-European country – equator) Summer 2</p>	<p>Where do I live Part 2? Locate cities and counties of UK and investigation of the local area Summer 1</p> <p>Extreme Earth - volcanoes, earthquakes, and tsunamis Summer 2</p>	<p>Where does food come from? Locate the world countries using maps (focus on Europe and include finding N and S America) Summer 1</p> <p>Human/Physical Geography of Europe – Alps compared to UK Summer 2</p>	<p>Understanding Rivers, their uses, features and effect on the environment. Summer 1</p> <p>The Amazon Rain Forest Summer 2</p>	<p>Is trade simply the exchange of items? trade, physical and human characteristics, tropics – Brazil (Spring 1)</p> <p>Trade and distribution of natural resources Spring 2</p>
		<p>Our School No PlanBee</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>Local Area Study No PlanBee</p> <p>use simple fieldwork and observational skills to study the geography of their surrounding environment key human and physical features of its surrounding environment.</p> <p>Seas and Coasts Unit. PlanBee</p> <p>use basic geographical vocabulary to refer to: beach, cliff, coast, port, harbour and shop.</p> <p>aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>use simple compass directions (North, South, East and West) and locational and directional language</p>	<p>Where Do I Live? PlanBee used</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>To be able to name the seven continents of the world and locate the UK on a world map</p> <p>use simple fieldwork and observational skills to study the geography of their surrounding environment (Slough and Windsor)</p> <p>Safari Unit PlanBee used</p> <p>be taught to name and locate the world's seven continents and five oceans</p> <p>be taught to 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</p> <p>use simple compass directions (North, South, East and West)</p> <p>To explore the weather and climate of Kenya (hot places in relation to the equator).</p> <p>Use basic geographical vocabulary to refer to forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office</p> <p>Around the World Need to add south and north pole and equator. PlanBee Unit- Around the world</p>	<p>Investigating my Local area? PlanBee</p> <p>Name and Locate cities and counties of UK</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,</p> <p>Extreme Earth - volcanoes, earthquakes, and tsunamis PlanBee</p> <p>To concentrate on environmental regions of the world. Focus on hottest, lodest, wetterst and driest places on Earth.</p> <p>Mountains, volcanoes and earthquakes, and the water cycle</p> <p>Vocabulary: tropical storms, floods, tectonic plates, earthquake, tsunami, sea floor, environment, climate, hottestm coldest, driest and wettest.</p>	<p>Where does my food come from?</p> <p>Locate the world countries using maps (focus on Europe and include finding N and S America)</p> <p>Human/Physical Geography of Europe – Alps compared to UK</p>	<p>Understanding Rivers PlanBee</p> <p>Tropical rain forests - Amazon</p>	<p>Brazil and UK location Case study of Chocolate trade in Brazil, South America.</p> <p>Human geography, including types of settlement and land use, economic activity including trade links. They explore which certain regions are better suited to producing certain crops. They also consider the damage that the desire to use cash crops to boost the economy can have on a region's ecology and human geography.</p> <p>Trade and distribution of natural resources distribution of natural resources including energy, food, minerals and water</p>
Links with year groups	<p>Geography - Local area Yr1 and Yr2 RE– Hinduism Yr 1, Christianity Yr2 & Yr 3 Islam Yr 4 & 5 Science seasonal changes Yr1</p>	<p>Reading – Me on the Map Yr 1 Reading – Seaside Towns Yr1</p>	<p>Geography – Rivers Yr5 History - Christopher Columbus Yr2</p>	<p>Reading–Volcanoes inaction Yr4 Reading – Tsunamis on the move Yr4</p>	<p>Writing – On safari Yr 4</p>	<p>Science -The water cycle Yr 4 Writing- Plastic Pollution/ deforestation and changes to the landscape. Yr 5 Geography- Uses of Rivers Yr 1</p>	<p>Reading – Deforestation for palm oil Yr 6 RHE - discuss slave trade during BAME lesson Yr5</p>

<p>Geographical Skills and Fieldwork</p>	<p>Look at photographs and images and describe what they show about people and places in them.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and grounds.</p>	<p>Use a map of UK to locate local area.</p> <p>Draw a simple map, add to map of local area – key physical and human features.</p> <p>Use world maps/atlases and globes to identify the UK and its countries, capital cities and seas.</p> <p>Use world maps, atlases and globes to identify hot and cold countries.</p> <p>Use directional language (near/far, left/right) to describe the location of features on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography and the key human and physical features of the surrounding environment.</p>	<p>Interpret a simple climate map (linked to food studies).</p> <p>Read information from simple tables or charts to understand a pattern.</p> <p>Compare carbon footprints.</p> <p>Complete an enquiry to find out where food comes from at a global and national scale and locally.</p>	<p>Study photographs to compare the impact of tectonic events.</p> <p>Study graphs to compare impacts/preparations for tectonic events.</p> <p>Design an interview/questionnaire to find out how people are/were affected by flooding and how it is caused.</p> <p>Local area- survey to ask people why they commute to slough ?</p>	<p>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.</p> <p>Analyze evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>They interpret from sources like, maps, diagrams, aerial photographs, and globes.</p>	<p>Use aerial photographs to understand the journey of a river. (River Thames and international river).</p> <p>Locate different types of forest on a map focussing on rainforests.</p> <p>Interpret and compare climate maps – temperature, rainfall, sunlight hours (linked to rainforests)</p> <p>Virtual fieldwork in Amazon Rainforest.</p>	<p>Use aerial photographs to study and compare areas of Brazil</p> <p>Virtual fieldwork on areas of Brazil to see how physical, human and economic features affect lives.</p>
<p>Place Knowledge</p>	<p>Understand the area in which they live</p> <p>Describe the school environment</p> <p>Say what is the same and different</p>	<p>Describe the area in which they live including physical and human features</p> <p>Understand similarities and differences of specific local area and national</p>	<p>Understand how climate influences food production.</p> <p>Understand similarities and differences between UK region and African region. (Kenya)</p>	<p>Understand how natural events can affect humans.</p> <p>Understand how humans have to adapt to live with threats from nature.</p>	<p>Understand geographical similarities, differences through the study of human, physical geography of a region of the UK (Slough), and The Alps.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Understand how time zones are dictated by longitude and the rotation of the Earth. (Could this be part of the science space unit?)</p> <p>Contrast an extreme environment such as rainforests across the</p>	<p>Understand that climate zones determine what food grows where.</p>

		<p>example.</p> <p>Understand similarities and differences between UK climate and other climates</p>	<p>Describe a contrasting area including physical and human features.</p> <p>How do physical features affect human features.</p>			globe.	
Locational knowledge	<p>Name of town or village they live in. Their address</p> <p>Names of basic features of the natural and built local and school environment.</p>	<p>Names of key local places</p> <p>Types and locations of key physical features of own area – River Thames</p> <p>Types and locations of key human features in own area – railway station, main roads, River Thames, Windsor castle</p> <p>Location of home town on a map</p> <p>Links between different features in local area</p> <p>Details of users of specific features in local area</p> <p>Geographical similarities and differences (human and physical) of a small area of the UK – maybe our street, another street (seaside or village location)</p>	<p>Name, locate and identify characteristics of the four UK countries and capital cities of UK</p> <p>Types and location of physical and human features of Kenya</p> <p>Geographical similarities and differences (human and physical) of a small area of a contrasting non-European country - (Kenya, a day in the life)</p> <p>Name and locate the world's 7 continents and oceans</p> <p>Variation of climates in different parts of the world.</p>	<p>Location of major mountain ranges, specified volcanoes, specified recent earthquake and tsunamis.</p>	<p>Identify the position of the Equator, Northern and Southern Hemisphere</p> <p>Identify the position of the Arctic and Antarctic circles</p> <p>Name and locate European countries and famous landmarks</p> <p>Identify the position latitude, the tropics of cancer and Capricorn</p>	<p>Name and locate major mountains/ivers in the UK</p> <p>Name and locate major mountains/ivers of the world</p> <p>Identify the position of the Equator, Northern and Southern Hemisphere</p>	<p>Compare maps over time.</p> <p>Understand how time zones are shown on a map.</p> <p>Identify the position, significance of latitude, longitude, equator, norther/southern hemisphere and use of longitude and latitude to find locations on a map.</p>
Drawing Maps and Representation	<p>Know what a map looks like – pictures and/or symbols</p>	<p>Use a map of UK to locate local area.</p> <p>Draw a simple map,</p>	<p>Name and locate the world's 7 continents and 5 oceans - use maps,</p>	<p>Locate named mountain ranges, volcanoes and earthquakes.</p>	<p>Identify the position of the Equator and the Northern and</p>	<p>Locate selected mountain ranges and rivers in both</p>	<p>Locate biomes, vegetation belts and climate zones using a range of</p>

	<p>Know that a map shows a place and be familiar with a range of real maps and a globe.</p> <p>Know that signs and symbols can tell us about a place. Find the land and the sea on a map.</p> <p>Follow a simple map of a familiar place.</p>	<p>add to map of local area – key physical and human features.</p> <p>Use world maps/atlasses and globes to identify the UK and its countries, capital cities and seas.</p> <p>Use world maps, atlases and globes to identify hot and cold countries.</p> <p>Use directional language (near/far, left/right) to describe the location of features on a map.</p>	<p>atlases and globes</p> <p>Locate on a world map – North Pole, and South Pole.</p> <p>Locate places on map that our food comes from.</p> <p>Devise a simple map. Use and construct basic symbols and a key.</p> <p>Locate Kenya on map and identify and label different habitats.</p> <p>Use simple compass directions North, South, East and West</p>	<p>Locate tectonic plate boundaries</p>	<p>Southern Hemispheres.</p> <p>Locate European countries linked with landmarks</p> <p>Locate Alps (mountain range)</p>	<p>the UK and across the globe (using topographical and digital maps).</p> <p>Locate local rivers using OS maps. (focus on the journey of the River Thames).</p> <p>Use four figure grid references.</p>	<p>maps including digital maps.</p> <p>Locate Brazil and South America on world map. Map the key physical and human features of Brazil.</p> <p>Use six figure grid references.</p> <p>Use aerial photos to recognise physical and human features of areas. Use these to compare to maps and how they are made.</p> <p>Locate major areas of the world that are affected by global warming and climate change.</p>
<p>Human and Physical Geography</p>	<p><u>Weather</u></p> <p>Weather changes according to the seasons and where you are in the world.</p> <p>We need to dress accordingly to keep ourselves safe.</p> <p>Human features relevant to local areas</p> <p>Town, village, road, house, shop, park, school, playground</p> <p>Know that every house has its own address</p> <p>Know that groups of buildings make a town, village, city</p>	<p><u>Weather and climate</u></p> <p>Types of weather – sun, rain, wind, cloud, fog, snow, hail, thunder.</p> <p><u>Temperature</u></p> <p>Variation of weather day by day</p> <p>Impact of weather on everyday life</p> <p><u>Physical features</u></p> <p>Coast, forest, hill, sea, beach, cliff, coast, hill and River</p> <p><u>Human features</u></p> <p>town, city, village, road, station, shops, offices, houses (different types)</p> <p>Impact of weather and climate on everyday lives,</p>	<p>lifestyles.</p> <p><u>Weather and climate</u></p> <p>Variation of climate across the globe within individual countries</p> <p>Climate allows UK to produce certain products</p> <p>Other climates allows other foods</p> <p>Physical features</p> <p>Desert, savannah, grasslands, soil, valley, vegetation</p> <p>Physical features of Kenya, vast plains, towering mountains, dense forests, boggy swamps, lake</p> <p>Kenya – Who lives here? What are their lives like? How have they</p>	<p>Plate tectonics cause mountains, volcanoes, earthquakes, tsunamis</p> <p>Process of global warming</p> <p>Process of climate change</p> <p>Location of world’s biomes</p> <p>Impact of earthquakes and volcanoes on people (Iceland)</p>	<p>Describe the different climate zones and Vegetation belts on a global scale. Be able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>Compare different types of settlements and land use.</p> <p>Recognize that our choices impact the lives of other people.</p>	<p>Describe and understand rivers, mountains and the water cycle.</p> <p>River features –tributary, source, meander, estuary, ox bow lake, erosion, deposition</p> <p>Flow from mountain to sea, lake or lowest point.</p> <p>Human river use:</p> <p>Settlement, tourism, agriculture</p> <p>Human damage and pollution of rivers. Impact of flooding, human causes of flooding</p> <p>Climate of different forest types. Vegetation in different forest types.</p>	<p>Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

		Clothing, transport, farming	<p>adapted to their environment?</p> <p>Similarities and difference both human and physical between Kenya and UK</p> <p>How do humans affect animal environments.</p> <p>Recognise that humans have a choice in their lifestyle. Use the terms to compare different lifestyles.</p>			<p>Location and characteristics of rainforests.</p> <p>Names and basic features of types of environments: Plants and animals living in specific environments (rainforests)</p> <p>Human use of rainforests. Impact of human use on environment and changes over time.</p> <p>Deforestation, causes and consequences</p>	
Enrichment Opportunities		Trip to Windsor		<p>Survey carried out outside the Slough Train station (Unit investigating the local area)</p> <p>RE trip to the Mosque linked to – what is in my local area?</p>		<p>Trip to River Thames or Jubilee river (carry out an investigation?)</p>	<p>Trip to Tesco and check the vegetable and fruit aisle and check where food comes from.</p>

