

Autumn 2 What Price Progress?	Spring 1 Our Place in Space	Spring 2 Highgate N6	Summer 1 Benin - An African Kingdom	Summer 2 A Village School
<p>United Kingdom What does the UK look like?</p> <ul style="list-style-type: none"> Use maps atlases and digital mapping to name and locate major cities and counties of the UK Use maps atlases and digital mapping to name and locate 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. <p>Industrial Revolution How did the UK and London change during the industrial revolution?</p> <ul style="list-style-type: none"> Compare historic maps of London from before, during and after the Industrial Revolution Investigate economic migration in the UK during the Industrial Revolution: the move from the countryside to cities. <p>Environmental Science</p> <ul style="list-style-type: none"> Understand and explain the causes and impacts of climate change, including: 	<p>The Globe How can we describe locations on the globe?</p> <ul style="list-style-type: none"> Become familiar with the globe Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Understand the significance of the Prime/Greenwich Meridian and investigate time zones (including day and night) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> globe, location, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic Circle, Prime/Greenwich Meridian, time zones 	<p>Local Area Study What does Highgate High Street look like today?</p> <ul style="list-style-type: none"> Trip to Highgate High Street. Draw sketch map and identify shops. Label with key. Sketch/photograph individual shop fronts. Use the eight points of a compass, symbols and keys on an OS map to follow a different route back to school Describe and understand key aspects of the human geography of Highgate, including: types of settlement and land use, economic activity including trade links Understand how Highgate's hill top location on the main trade route into London influenced its development <p>How has Highgate changed over the last 150 years?</p> <ul style="list-style-type: none"> Compare OS maps of Highgate High Street from 1820, 1895 and modern day. Discuss reasons for changes Compare type of shops and consider impact of changes in patterns of retail on the high street Understand how changes in lifestyle and the industrial 	<p>Benin Where was the Kingdom of Benin?</p> <ul style="list-style-type: none"> Use maps, atlases and digital mapping to name and locate the Kingdom of Benin. Relate to location of modern day countries Identify key topographical features (hills, mountains, rivers, coast) Map routes of the transatlantic slave trade <p><u>Vocabulary</u> kingdom, country, continent, topography, route, transatlantic, ocean, trade</p>	<p>Stoke by Nayland Where is Stoke by Nayland?</p> <ul style="list-style-type: none"> Use maps and atlases at different scales to locate Stoke by Nayland Label the four countries of the UK and identify the main regional cities Name and locate the nine geographical regions of the UK, including London and the East of England Locate Suffolk on a counties map of UK Locate Stoke by Nayland (SBN) on Google Maps & look at Earth/Street View. <p>What is Stoke by Nayland like? How different are London and the East of England regions?</p> <ul style="list-style-type: none"> Identify physical characteristics of the East of England region (topography, coasts, rivers) Identify main human characteristics of the East of England, including agriculture and land use patterns Compare with London. Use four and six-figure grid references to locate Highgate Primary School and SBN on OS maps.

<ul style="list-style-type: none"> • sources of carbon emissions • the impact on average world temperatures • consequences for the icecaps and patterns of weather • the impact on habitats <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • counties, cities, regions, land-use, hills, mountains, coasts, rivers, economic migration, climate change, carbon emissions 		<p>revolution may have changed the type of shops needed</p> <ul style="list-style-type: none"> • Understand how changes in lifestyle and the industrial revolution may have changed the type of shops needed <p><u>Vocabulary</u> map, symbol, key, settlement, land-use, trade, human geography</p>		<ul style="list-style-type: none"> • Use OS maps to compare physical and human features of SBN & Highgate. • Visit to SBN. Tour of village and school. Visit to local church. • Use fieldwork to observe and record local human and physical features, including sketch maps and digital technologies • Use aerial photographs to draw plans of both schools, including a key. Compare. <p><u>Vocabulary</u> map, scale, country, region, county, settlement, city, village, agriculture, land use, grid reference, physical and human features, aerial photograph</p>
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