






Knowledge and Skill	Building on prior knowledge generated in LKS2 by the end of UKS2 we will....	Concept Lens
<p>Locational Knowledge</p> 	<ul style="list-style-type: none"> • Locate the Amazon on smaller localised maps. • Locate other rainforests around the world on a map. • Ask questions e.g. what is this landscape like? What is life like there? • Confidently explain the difference between countries and continents. • Name and locate countries around the world, expanding on countries learnt in LSK2. • Name and locate major cities and capital cities around the world. • Use atlases independently to find out about features of places. (e.g. mountain regions, weather patterns). • Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village. • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. • Name and locate the five circles of latitude. • Describe how latitude can influence the landscape of an area. • Describe how longitude can influence of an area. • Relate countries to their position in accordance to longitude, latitude, tropic of Cancer, tropic of Capricorn, Arctic and Antarctic circle • Name and locate some environmental regions around the world. • Name and locate where particular biomes can be found across the world. • Name and locate the major vegetation belts around the world • Name, locate and describe climate zones around the world. • Understand that there are different time zones across the world, why this is and the impact this has. • Identify time zones across the world, including the Prime/Greenwich Meridian. • Locate counties and cities around the UK on large scale UK maps as well as smaller localised maps. • Label counties, cities, mountains and rivers of the UK. • Name, identify and locate key European countries and cities. • Begin to identify neighbouring countries without always looking at a map. 	<p>Place Space Environment</p>
<p>Place Knowledge</p> 	<ul style="list-style-type: none"> • Describe the key features of a rainforest and explain why each of the inhabitants of each layer have adapted to that part of the rainforest. • Compare and contrast similarities and differences between different countries. Link this to human and physical geography with little support. • Form own opinions and defend these e.g. This will be a hotter country because... If it is a hot country the climate will be arid... etc. • Explain how the geography make-up of the United Kingdom has changed over time. • Identify coastal features of the UK. 	<p>Place Space Scale Environment Interconnections</p>

	<ul style="list-style-type: none"> • Make predictions about how physical factors might change the landscape in the future in the two chosen areas e.g. erosion, pollution, chopping down local area for housing etc. 	
<p>Human & Physical Geography</p> 	<ul style="list-style-type: none"> • Identify what makes an energy source renewable. • Consider sources of renewable energy and the impact on Earth for both human and physical geography. • Discuss and debate the advantages and disadvantages and consider how viewpoints may differ between different types of people. • List the resources a settlement needs to thrive • Name some of the methods of power generation used in the UK • Understand the main stages of electricity distribution. • Explain how particular resources can be wasted e.g. water, electricity • Consider the implications if we keep chopping down the rainforest. Make an informed judgement and justify answers. • Analyse changes to the rainforest from past times and today- predict what might happen if this continues. Link the impact of this to human and physical geography e.g. climate zones, vegetation belts, trade, tourism etc. • Make an informed judgement about the use of logging. Justify own opinion. • Consider wider implications of the logging in relation to the world and global warming. • Discover where food comes from. • Discuss and debate fair trade. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Generate solutions and promote ethically sound trade. • Identify and explain different views of people including themselves. • Understand and explain, using the correct vocabulary, each stage of the water cycle. • Identify other geographical processes that use water. • Describe the impact (positive and negative) on human and physical features in local area e.g. trade, woods etc. Consider when there is too little or too much water and how this changes the impact. Research and discuss the impact water has on the environment, settlements, environmental change and sustainability. • Make an informed judgement about the consumption of water. • Consider the implications when there is a lack of water. Evaluate how this would be different for different places around the world. Explain why. • Understand how water can be used for power and consider how this could be used in the future. • Discuss the importance of the rainforest to local tribes, local people, people who work in the rainforest, tourists and myself. • Understand the importance of trees to human survival. 	<p>Place Space Scale Environment Interconnections</p>

	<ul style="list-style-type: none"> • Consider the impact of living in environmental regions, vegetation or biomes on both human and physical geography (e.g. what can grow there? How does this help or hinder local people? Tourism, trade etc.). • Make links between the three. How do they link together? Hypothesise one without another, what would happen? What would the impact be? Link back to human and physical geography. • Identify how the land is used in the two areas being studied – how does this impact on human and physical features? E.g. physical aspects -coast, hills, forests and human aspects – villages, trade, distribution of resources etc. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs in the two areas being compared. (e.g. new local housing). • Reflect on the impact trade has on both areas being studied and generate ideas for cause and effect. • I can explain how water and weather can change the landscape in both the coastal area chosen and our local area. • Understand and explain, using the correct vocabulary, how a mountain is formed. • Explain why the structure of the Earth relates to mountains. • Identify similarities and differences between mountain climates. • Identify the risks associated with a mountain climb and descent and describe what happens during an avalanche. • Make an informed judgement about the tourism and trade surrounding mountains. Explain disadvantages and advantages and use this to justify own opinion. 	
<p>Mapping skills</p>  <p>Direction / Location Drawing Maps Representation Using Maps Scale / Distance Perspective Map Knowledge</p>	<ul style="list-style-type: none"> • Use digital maps to calculate the distance between two places e.g calculating food miles. • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. • Use maps independently, including using contents, index, reading a key and understand a range of map symbols e.g. contour lines, rivers etc. • Use a scale to measure distances. • Draw/use maps and plans at a range of scales. • Find the height of a peak on a map. • Locate key areas of higher ground/mountainous area in Europe. Compare to the rest of the world. • Draw contour lines to show higher ground when creating own maps. 	<p>Place Space Scale</p>

<p>Fieldwork</p>  <p>Gathering Information Sketching / Drawing Collecting audio / visual information Measuring Representing information</p>	<ul style="list-style-type: none"> • Suggest questions for investigating. • Research into local/UK/worldwide distribution of natural resources including energy. • Compare with other areas around the world. • Use primary and secondary sources of evidence in their investigations. • Collect and record evidence unaided • Study maps and pictures of local area and coastal area. Compare and contrast photos and maps from today and the past for the two areas being studied. • Go to one/both of the areas being studied and investigate land use in both them. Come up with questions and make observations throughout the fieldwork. Use this to draw conclusions and make predictions. • Analyse evidence and draw conclusions. • Ask and answer geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? 	<p>Environment Place Space interconnections</p>
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