

# Hook Junior School

## Whole School Geography Curriculum Overview

### Aims

- To develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To 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.
- To become 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. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing

### **National Curriculum**

#### **Knowledge – 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), 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)

#### **Understanding- 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 in North or South America

#### **Physical and Human Features**

- 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

#### **Skills- Geographical Skills and Fieldwork**

- 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

**Geography teaching should focus on the four pillars as listed above.**

We should be asking – what is the world like and why is it that way?

Geography lessons should give children the opportunity to learn or apply a geographical skill. They should then build their knowledge and apply this during tasks.

**GEOGRAPHY - AUTUMN TERM**

<b>Year 3</b>		<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>What is unique about our local area?</b>		<b>Why do people live near volcanoes – are they mad?</b>	<b>Where in the United Kingdom is geographically suited to launch rockets?</b>	<b>Is the UK/Hook self-sufficient?</b>
<b>Local Area study</b>			<b>North America</b>	<b>UK</b>
<b>Concepts</b>	Identity	Belonging (how physical landscape shapes human use of landscape and builds communities) Diversity	Identity Trends Interconnection Proximity	Independence Interdependence Connection Impact Change Effect Legacy
<b>Prior Knowledge</b>	KS1 – Hook/family – children should have an awareness of using maps to identify key human and physical features of the surrounding area. They should know the 4 compass points. Name and locate the four countries of the UK, seven continents and five oceans.	Yr 3 Local study – locate UK and surrounding seas, locate continents of the world  Year 3 – time difference between UK and Brazil – line of longitude	All previous years – continents and oceans of the world, Equator  Line of longitude linking to time zones touched upon in year 3 Brazil  Year 4 - 8 compass points for directions	Yr 3 Brazil – trade of cocoa beans linking to jobs Yr 5 – Athens – harbour linking to trade, imports and exports Yr 4 archipelagos – interpret climate graphs

<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Name countries in UK</li> <li>How to use a compass</li> <li>Describe settlement types – Hook is a village</li> <li>Human and physical features of Hook</li> </ul>	<ul style="list-style-type: none"> <li>Name continents, oceans including Arctic Circle, hemispheres</li> <li>Structure and formation of volcanoes</li> <li>Positive and negative effects of living near a volcano</li> <li>What an earthquake is, how they are created.</li> <li>Economies differ in different countries</li> </ul>	<ul style="list-style-type: none"> <li>Name continents, oceans including Arctic Circle, hemispheres (recap) – retrieval practise</li> <li>Countries and major cities in N America, oceans bordering</li> <li>N America has different physical features e.g. biomes, height, mountains, water</li> <li>Lines of longitude and latitude-time zones</li> </ul>	<ul style="list-style-type: none"> <li>To locate where the natural resources are in the world and consider why they are unevenly distributed</li> <li>To locate origin of popular foods (link to climate and conditions) and calculate food miles. – Trade links</li> <li>Why water conservation is important</li> </ul>
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>Locate UK on a map and its countries</li> <li>To locate Hook in the UK, describe location using 4 compass points</li> <li>Locate school and important places (train station etc) on an OS map of Hook interpreting symbols, 4 figure grid reference</li> <li>Draw a short route of a journey in Hook, (e.g. post office to school)</li> <li>Sketch a map of the school grounds</li> <li>Complete an environmental quality survey of school grounds and present findings in a graph</li> <li>Observe and record changes that have occurred in the past to the school and its immediate environment (use Digimaps and photos)</li> </ul>	<ul style="list-style-type: none"> <li>Read maps to locate volcanoes around the world</li> <li>Compare responses to two volcanic eruptions</li> <li>Evaluate the effectiveness of responses to eruptions</li> <li>Collect and analyse data around the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Accurately read maps to locate countries and cities in North America</li> <li>Use 8 compass points to describe location</li> <li>Identify physical land features and human features of N America</li> <li>Use 4 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>Interpret climate graphs linked to rainfall</li> <li>Data collection (qualitative and quantitative) and data presentation – Is school self-sufficient?</li> <li>Local physical and human features – OS maps, symbols, use 6 figure grid references, scale to measure distances</li> <li>Read OS maps to identify physical features</li> <li>Draw maps with detail and accuracy to show location of new reservoir,</li> <li>Give directions using 8 compass points</li> </ul>
<b>Fieldwork suggestions</b>	Autumn – local study -school ground environmental quality survey – where is your favourite place in school?	Earthquake risk assessment – saved in geog folder	Infiltration study?, pour into sand to compare with deserts in N America	School survey, how are we self-sufficient?

<b>Understanding</b>	<ul style="list-style-type: none"> <li>To understand the push/pull factors of living in Hook</li> <li>To explain how some environmental changes may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life</li> </ul>	<ul style="list-style-type: none"> <li>To understand how Reykjavik makes money, linked to tourism and volcanoes</li> <li>Understand how movement of tectonic plates affects life on Earth.</li> <li>Compare effects of volcanoes and earthquakes</li> <li>Understand that earthquakes and volcanoes can be linked</li> <li>Understand how the economy links to the impacts and monitoring of eruptions/quakes</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences between UK and USA</li> <li>To use gathered evidence to support justifications.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that minerals are natural, need to be mined and are used in many of our products.</li> <li>Advantages and disadvantages of getting resources from around the world.</li> <li>Understand that in the UK we have fairly high rainfall, a suitable climate for growing crops</li> <li>To evaluate where is best to build a reservoir and why</li> </ul>
<b>Safeguarding in the curriculum</b>	<ul style="list-style-type: none"> <li>be able to plan a course safely using maps and compasses, knowing how to get to a destination safely</li> </ul>	<ul style="list-style-type: none"> <li>develop an awareness of the natural world</li> </ul>		<ul style="list-style-type: none"> <li>be able to plan a course safely using maps and compasses, knowing how to get to a destination safely</li> <li>recognise the risks associated with some aspects of the physical environment and responding to those risks</li> </ul>
<b>Key Vocabulary</b>	Location, Country, Map, United Kingdom, England; Scotland, Wales; Northern Ireland, Hook, Environment, Physical, Human, village	World, map, atlas, continent, Arctic circle, Northern Hemisphere, longitude, time zone, human and physical features, climate, volcano, compass points, tectonic plates	Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; Pacific Ocean; State; Location; Time zone; longitude, latitude, Climate; Environment; Physical features; Human features; Space; Equator, Northern Hemisphere	Self-sufficiency, Trade; fuel; food; Relief; Vegetation; Farm; Land use; Economic activity; transport; materials; minerals, energy, sources; distribution; compass points, reservoir, climate, food miles, rainfall,

<b>GEOGRAPHY - SPRING TERM</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Why do some people live in megacities?</b>	<b>Why do people visit archipelagos?</b>	<b>Are all rivers the same as Whitewater?</b>	<b>How similar are the mountains in the UK to the Himalayan Mountains?</b>
<b>UK</b>	<b>European</b>	<b>UK</b>	<b>Asia</b>

<b>Concepts</b>	Community, cities , interconnections, Nations, scale, local-global, trends	islands, interconnections, survival, landscapes, processes, distribution	Cycles, habitats, interconnection, environment. Landscapes, change, Sustainability, impact	Place, scale, interconnection, weather, climate, environment, processes. Distribution
<b>Prior Knowledge</b>	KS1 vocab – city, town, village Compass points – local study Locating places on a map – UK and continents linked to local study and KS1	Yr4- Reykjavik compared to Hampshire – locating these places in Europe. Volcanoes – tectonic plates  Yr3 Science- Types of Rocks  Yr 3 – megacities - using images to identify human and physical features	Science- Plants and Animals and Habitats  Yr4- Beaches – erosion, deposition and transportation  Year 4 science – the water cycle (still need to learn the geography of it)	Yr4- Volcanoes – tectonic plate boundaries  Yr 6 self-sufficiency – 6 figure grid references  Data collection in all previous years
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• To define the terms village, town, city and megacity.</li> <li>• To identify key features of a megacity using images</li> <li>• To make comparisons between the 10 megacities of the world.</li> <li>• To explain the term ‘growing city’.</li> <li>• Name countries and capital cities of the UK</li> <li>• To list why people may move to another place.</li> <li>• To identify the advantage and disadvantages of living near the city.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between physical and human geography.</li> <li>• To be able to define the term Archipelago.</li> <li>• To define climate</li> <li>• Locate Europe on a world map</li> <li>• Locate Equator and know that hotter places are generally closer to the Equator and why.</li> <li>• Tourists visit areas based on human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>• To label the stages of a river.</li> <li>• To know the course and channel of the river change as it progresses from source to mouth.</li> <li>• To know a marina is human made stage of a river.</li> <li>• To identify different water pollution, the impact it has and ways to reduce it.</li> <li>• To define an estuary and identify the natural and human geographical features near them using images and maps</li> <li>• To recognise and use the language of rivers e.g erosion, deposition, transportation.</li> <li>• To know how the water cycle impacts rivers</li> </ul>	<ul style="list-style-type: none"> <li>• To define and explain the term mountain using geographical vocabulary.</li> <li>• To recognise famous mountains ( Mount Everest, Mauna Kea and Mount Olympus)</li> <li>• To define and locate mountain ranges in the world.</li> <li>• To define Fold Mountains and explain how they are formed.</li> <li>• To identify tectonic plates across the world.</li> <li>• To appreciate the findings of Edmund Hillary and Tenzing Norgay from Mount Everest.</li> <li>• To compare mountain ranges of the UK to the Himalayan Fold Mountains</li> <li>• To recognise the Cambrian Mountain are a tourist attraction</li> </ul>

<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• To make comparisons using photos of cities and megacities.</li> <li>• To locate the distribution of the top 10 cities in the world using a map.</li> <li>• To identify a pattern of the megacities using knowledge of continents and make comparisons</li> <li>• To locate the largest populations in the United Kingdom and cities.</li> <li>• To identify cities in the United Kingdom where the population is growing faster than other cities in the UK.</li> <li>• To locate a megacity on an OS map.</li> <li>• To observe the change of London over time using maps and images</li> </ul>	<ul style="list-style-type: none"> <li>• To locate archipelagos using an atlas.</li> <li>• To be able to locate countries using a political map of Europe</li> <li>• To use satellite images and digital maps to describe landscape</li> <li>• To use a tourist map to identify the human features of an Archipelago (Canary Islands)</li> <li>• To interpret and compare climate graphs from different archipelagos</li> <li>• Weather survey - to observe and present in a graph</li> </ul>	<ul style="list-style-type: none"> <li>• To use maps to identify the location of Britain's landmark rivers on</li> <li>• To identify different stages of the river by geographical features.</li> <li>• To sketch a section of map and label the geographical features.</li> <li>• To use 6 figure grid references and photos to locate sections of a river.</li> <li>• To undertake fieldwork based on a local river</li> <li>• To present data collected from a local river.</li> <li>• To evaluate findings.</li> <li>• To create two cross-sections to scale of a local river to show progression of stream depth</li> <li>• To use a map to locate rivers in the UK and the source/mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• To compare mountains by height from the base to summit.</li> <li>• To recognise similarities and differences between the three highest mountains.</li> <li>• To locate key mountains using an atlas and relief maps.</li> <li>• To locate tectonic plates</li> <li>• To use satellite images and relief map to study the Cambrian Mountains.</li> <li>• To identify the distribution of higher ground and mountains across the UK by comparing maps.</li> <li>• To use compass points to identify the greatest proportion of high ground and mountains in the UK.</li> <li>• To compare Cambrian mountains to the Himalayan fold mountain.</li> <li>• To read an OS 1:25 000 map</li> <li>• To identify the key symbols on an OS map.</li> <li>• To use six-figure grid references using an OS map.</li> </ul>
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<b>Understanding</b>	<ul style="list-style-type: none"> <li>• To understand the difference between human and physical features</li> <li>• To understand the difference between town, village and cities.</li> <li>• To understand how a huge population can survive in a city.</li> <li>• To understand why people move away and why some people move to a megacity.</li> <li>• To understand what may cause the decline of the population of a city.</li> <li>• Understand how and why cities change over time (London)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why people visit archipelagos</li> <li>• To understand the pull factors</li> <li>• To understand how tourism affects an area</li> <li>• To understand why people live in touristic areas</li> </ul>	<ul style="list-style-type: none"> <li>• To explain why the course of a river changes as it flows from higher to lower ground</li> <li>• To explain why estuaries are such important ecosystems for wildlife</li> <li>• To understand how water affects the environment, settlement, environmental and sustainability.</li> <li>• To compare the similarities and differences between rivers in the UK and one of that in the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why Mauna Kea, Mount Everest and Mount Olympus are the three most famous mountains in the world.</li> <li>• To understand how the definition of a mountain can lead to disagreements.</li> <li>• To understand there are different types of mountains like volcanic mountains.</li> <li>• To recognise a pattern between tectonic plates and fold mountains.</li> <li>• To explain how the movement of plates of the Earth's crust can form ranges of fold mountains</li> <li>• To explain how the movement of the Indian Plate and Eurasian Plate caused the Himalaya Fold Mountains.</li> <li>• To understand how reservoirs are created and why. Nant-y-moch Reservoir in the Cambrian Mountains of Wales</li> <li>• They show some understanding of the links between places, people and environments.</li> </ul>
<b>Fieldwork suggestions</b>	<ul style="list-style-type: none"> <li>• 'Mini cities' – where on school grounds would be best to build them. Predicting how they'd change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Weather survey linked to climate in Tenerife</li> </ul>	<ul style="list-style-type: none"> <li>• Rivers - speed, depth, animals, river map, present in graph</li> </ul>	

<b>Key Vocabulary</b>	City, settlement, Megacity, continent, advantages, disadvantages, growing city, distribution, pull factor, push factor, population	Archipelago, Europe, northern hemisphere, tectonic plate, human and physical features, satellite map, Equator, climate, tourism,	River, bank, channel, current, deposition, depth, erosion, estuary, flood, meander, river basin, source,	Mountain, tectonic plate, fold mountain, hemispheres, satellite images, Cambrian mountains, Himalayas, reservoir, OS Map, six figure grid reference, compass point, summit, elevation, height
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<b>GEOGRAPHY - SUMMER TERM</b>					
<b>Year 3</b>		<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>How is the UK connected to Brazil?</b>		<b>Are all beaches the same?</b> Link with sustainability	<b>How similar is Athens to Southampton?</b>	<b>Which biome is the easiest biome to live in?</b>	
<b>UK</b>		<b>UK Study</b>	<b>European Study</b>	<b>Worldwide Study</b>	
<b>Concepts</b>	Sustainability Equality Diversity Interconnection.	Sustainability, environment, interconnection,	Space, place, local-global, pattern, links	Sustainability, biodiversity, change, interconnection, impact, cause, consequence	
<b>Prior Knowledge</b>	Year 1 rainforests – physical features of a non-European country. Use world maps to identify countries studied, continents, oceans.  4 compass points	Sustainability – impacts of humans on the world, pollution  Science – water cycle  KS1/Yr 3 – countries of the UK and their surrounding oceans  Yr 3 Local study – data collection and presentation	Yr3- Megacities – locating on maps as well as human and physical features.  Yr4- looked at maps of Europe to locate Iceland (volcanoes) and Canary Islands (archipelagos).  Yr 4 archipelagos – interpreting climate graphs.  Yr 5 N America – longitude and latitude.  Yr 3 Brazil – trade of cocoa beans helping the economy	Yr 3 – rainforests, Equator, Tropics, deforestation  Science- Living things and their habitats.  Yr 4 archipelagos, 5,6 – interpreting climate graphs	

<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>• To identify and locate the continents and oceans of the world</li> <li>• To appreciate the world is 3D.</li> <li>• To identify continents and oceans bordering South America.</li> <li>• To identify the Tropics of Capricorn and Cancer, and the Equator</li> <li>• To use some locational and positional vocabulary.</li> <li>• To begin to identify the human and physical features of Brazil and describe the pattern across the continent using the four points of a compass.</li> <li>• To know where cocoa is grown and understand the conditions needed for growing.</li> <li>• To know that trade links the UK and Brazil.</li> <li>• To know that the rainforest provides lots of natural resources which are exported around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the types of weather associated with the UK. Link with positioning in the world</li> <li>• UK has 4 countries, capital cities and countries</li> <li>• Identify bordering countries and oceans to the UK</li> <li>• There are different types of beaches in the UK</li> <li>• To identify human and physical features to describe what the beach is like and what the local area has to offer.</li> <li>• Some renewable energy is created using wind turbines by the sea – link to Spring topic of sustainability</li> <li>• Process of erosion</li> </ul>	<ul style="list-style-type: none"> <li>• To identify continents and oceans bordering Greece</li> <li>• To appreciate the world is 3D.</li> <li>• To identify where UK sits in Europe in comparison to Greece, and capital cities</li> <li>• To use key locational and positional vocabulary and how you would get between the two countries</li> <li>• To identify the time in Athens compared to the UK and why (GMT)</li> <li>• To identify physical features of Southampton and Athens</li> <li>• To compare different climates, the changes throughout the year in Southampton and Athens</li> <li>• Harbours are used for trade links and tourism</li> </ul>	<ul style="list-style-type: none"> <li>• To define the term 'climate'.</li> <li>• To recognise the UK has temperate climate</li> <li>• To identify Equator, Tropic of Cancer and Tropic of Capricorn on an atlas (recap), Arctic and Antarctic Circles</li> <li>• To define the different climates located around the world.</li> <li>• Consider differences using longitude and latitude</li> <li>• To identify the kind of climate they would mostly find in a number of countries around the world.</li> <li>• To use scientific knowledge to link plant/animals to likely climate.</li> <li>• To define the term biomes and explain the difference between majority of them.</li> <li>• To compare one biome to another by exploring temp, rainfall, animals and plants.</li> </ul>
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<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>• To read maps to find out about SA's environmental regions (mountains, highlands, rivers and coastal plains) and major cities.</li> <li>• To locate the Brazil using key vocabulary including its position within SA, bordering countries and oceans.</li> <li>• To identify the time in the Brazil compared to the UK.</li> <li>• To plot and plan a journey from the UK to Brazil using four compass points.</li> <li>• To identify the layers of a rainforest and observe similar layers in the school grounds. Record this using images</li> <li>• To research how people in the Brazil make money and compare the types of jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an atlas to locate the UK, its countries, counties and capital cities</li> <li>• Use geographical vocabulary to refer to key physical features including: beach, coast, sea, ocean etc</li> <li>• To compare human and physical features of two beaches</li> <li>• To carry out fieldwork on a local beach and present findings</li> <li>• Conclude findings using data presentation</li> <li>• Draw a map of a short route from knowledge and journeys</li> <li>• Use 8 compass points to describe the journey from Hook to a local beach</li> <li>• Create a sketch map of a local beach and use OS symbols in a key</li> <li>• Collect data and present in graphs e.g. how many people walk past at the beach, how many bins, cars etc</li> <li>• To use 4 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>• To locate Greece using an atlas and use key vocabulary to describe its position within Europe, bordering countries and oceans.</li> <li>• To plan a journey from the UK to Athens using positional language.</li> <li>• To read maps to find out about Greece's' environmental regions and major cities.</li> <li>• To use maps and images to compare the similarities and differences between the two places.</li> <li>• To identify physical features of the land in Greece, e.g. biomes, height, mountains, water, fields using maps.</li> <li>• To use a variety of sources to identify and describe how tourism contributes to the economy</li> </ul>	<ul style="list-style-type: none"> <li>• To use temperature maps of the UK to recognise temperate temp and locate areas within the UK with specific climates.</li> <li>• To identify pattern of temperatures using maps of the UK and apply this knowledge about the Equator.</li> <li>• To use rainfall maps of the UK to recognise patterns of rain.</li> <li>• To use the 8 compass points and directional language when identifying patterns.</li> <li>• To compare climate/rainfall of local area to rest of the UK.</li> <li>• To interpret climate graphs.</li> <li>• To use a world map to identify biomes across the world.</li> <li>• To identify physical features of two biomes and compare them.</li> <li>• Evaluate which biome is the best to live in, use data to support and evidence</li> </ul>
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<b>Understanding</b>	<ul style="list-style-type: none"> <li>• To make connections between the similarities and differences between the UK and Brazil.</li> <li>• Begin to understand why there are different times zones</li> <li>• Understand that the location of Brazil in the Tropics leads to rainforests</li> <li>• To evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a cocoa farmer.</li> <li>• To understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer. TRADE</li> <li>• To understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar.</li> <li>• Understand what fair trade is and why it's necessary</li> <li>• To compare employment in the UK to employment in the Brazil.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that location in the world affects climate.</li> <li>• To make comparisons between UK beaches</li> <li>• To recognise the importance of the coasts and the impact that this has on tourism within the UK.</li> <li>• To see similarities and differences between the present day beach and the past. Examine pictures to spot the differences.</li> <li>• Erosion affects coastal areas and changes the way they look</li> <li>• Understand how some beaches are being protected</li> <li>• Understand how some beaches are being used for renewable energy - turbines</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to compare the physical features of Athens and Southampton.</li> <li>• To understand how the settlement and land use are different between the locations.</li> <li>• Understand that Greece imports a lot of its resources and why</li> <li>• To understand how Athens makes money and compare to Hampshire – link to tourism, trade links and harbours– Athens and Southampton</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that temperature and rainfall link to types of climates.</li> <li>• To understand the relationship between location of the wettest places/driest places on Earth in relation to the Equator and the Tropics of Capricorn and Cancer.</li> <li>• Identify, locate, describe and explain how plants and animals are adapted to a chosen climate.</li> <li>• Understand the issues affecting different biomes e.g. deforestation, climate change, pollution – compare now and over time.</li> </ul>
<b>Key Vocabulary</b>	atlas, map, Ocean, Continent, Fair Trade, Tropical rainforest, temperate, climate, South America, layers	Northern Hemisphere, Equator, beach, headland, shingle, erosion, transportation, deposition, compass points, map symbol, human and physical features	continent, Europe, trade links, transport, time zone, compass points, harbour, dock, tourism,	Biomes, climate, temperature, Tropics, equator, Polar, annual, drought, Northern Hemisphere, Southern Hemisphere, Artic Circle, tundra, average, adaptation, longitude, latitude

<b>Fieldwork suggestions</b>	<ul style="list-style-type: none"><li>walk around school grounds – layers of the rainforest. Take images and draw conclusions</li></ul>	<ul style="list-style-type: none"><li>Beach trip, sketch, land use,</li></ul>	<ul style="list-style-type: none"><li>compare to Southampton. Miss Carne's virtual tour</li></ul>	<ul style="list-style-type: none"><li>why does our vegetation around our school grow like this? How is it different to the other biomes we have seen?</li></ul>
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