

GEOGRAPHY

Significant people

Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

Community

Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

Equality & Justice

Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

Environmental Responsibility

Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.



Autumn Term	Knowledge/Skills		Vocabulary
<p>Year 1</p> <p>Link to History topic and Science topic – Toys and Seasons</p>	<p>To research toys from Nigeria and other countries.</p> <p>To understand the changing seasons throughout the year.</p>	<p>To begin to use maps, atlases and globes to locate countries.</p> <p>To observe and describe the changes in weather from autumn to winter</p>	
<p>Year 2</p> <p>Link to History topic – Great Fire of London</p>	<p>To know how London was rebuilt after the fire.</p> <p>To know how the map of London changed after the fire.</p> <p>To learn about the relevant London landmarks, including River Thames, St Paul's Cathedral and Pudding Lane.</p> <p>To learn about the environmental impacts of fires.</p>	<p>To locate London on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and sort basic human and physical features.</p> <p>To devise a simple map with basic symbols and in a key.</p> <p>To make appropriate observations about why things happen.</p>	
<p>Year 3</p> <p>Link to History topic and Science topic – Stone Age to Iron Age and Rocks</p>	<p>To understand how people travelled during the Bronze Age.</p> <p>To understand how the land was used by prehistoric populations and how this has impacted land use today.</p> <p>To know that soil is made from rocks and organic matter.</p> <p>To know that different types of rocks originate from different places.</p>	<p>To ask and answer geographical questions</p> <p>To use an atlas to locate significant places.</p> <p>To begin to collect and record evidence.</p>	
<p>Year 4</p> <p>Link to History topic and Science topic – Anglo-Saxons and Electricity</p>	<p>To know how the Anglo-Saxons influenced Britain, including the Roman settlements left behind.</p> <p>To understand the meanings behind UK place names, e.g. field = open land – Wakefield.</p> <p>To understand where the Anglo-Saxons migrated</p>	<p>Deploy fieldwork skills (sketch maps, plans, graphs) to explore Sutton Hoo burial site.</p> <p>To use maps and atlases to investigate a topic.</p> <p>To interpret pictorial representations.</p>	

	<p>from and to identify how the population of Britain was spread at the time of the Angles and Saxons' arrival.</p> <p>To know where Sutton Hoo is and why it is significant.</p> <p>To understand electricity was not a resource accessed by all.</p> <p>To know who Bede was.</p>	<p>To use aerial photographs to show land changes.</p> <p>To map the spread of electricity across the UK</p>	
<p>Year 5 Linked to History topic – Tudors</p>	<p>To understand how the Tudors explored and colonised different places.</p> <p>To understand the link between location and poverty.</p> <p>To recognise the features and importance of Tudor buildings, e.g. The Globe Theatre.</p> <p>To know who Sir Walter Raleigh was.</p>	<p>Evaluate advantages and disadvantages and give an informed opinion.</p> <p>To suggest questions for investigating.</p> <p>To collect and record evidence unaided.</p> <p>To begin to use and compare maps to locate features.</p>	
<p>Year 6 Linked to History topic - WWII</p>	<p>To locate the world's countries, using maps to focus on Europe</p> <p>To understand the impact WWII has had on our local area.</p> <p>To locate the main countries involved during WWII</p> <p>To identify types of settlement and use of land during WWII.</p>	<p>To be able to identify key events and areas on a map.</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, and digital technologies.</p>	

Spring Term	Knowledge	Skills	Vocabulary
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<p>Year 1 Lovely Lewisham</p>	<p>To know that my school is located in the London Borough of Lewisham and to locate London and England on a map of the British Isles.</p> <p>To recognise and name significant human landmarks within Lewisham, such as our school, parks, churches, shops, libraries, council chambers, monuments, train stations and my home.</p> <p>To recognise and name significant physical features within Lewisham, such as the River Quaggy and seasonal weather patterns.</p> <p>To name different types of housing within Lewisham.</p> <p>To understand how we travel around our Borough.</p> <p>To be able to locate the UK and Kenya on a world map and identify the continents to which they belong.</p> <p>To know that Kenya is in Africa.</p> <p>To learn about significant human landmarks within Kenya, such as Nairobi, Abedare National Park, Mombasa Tusk and religious places of worship.</p> <p>To learn about significant physical landmarks within Kenya, such as Lake Victoria, mountains, nature reserves and the Mau Mau Caves.</p> <p>To be able to explain some of the similarities and differences between Lewisham and different locations in Kenya.</p>	<p>Use simple fieldwork and observational skills to study human and physical geography of a location.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use maps, atlases and globes to identify locations.</p> <p>Identify geographical similarities and differences through studying the human and physical geography.</p>	<p>Locational: Catford/Bellingham Lewisham London City England United Kingdom Kenya Europe Africa Nairobi World</p> <p>Physical: Forest River Park Mountain Hill</p> <p>Human: House Shop Park Landmark Town Village</p> <p>Local Area Map Globe Atlas Address</p>
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<p>Year 2 Marvellous Maps</p>	<p>To know the four points of a compass and the difference between left and right and understand their importance.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To recognise famous landmarks and sort basic human and physical features of the UK.</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To know how we travel around the world.</p> <p>To understand we have a responsibility to look after the planet.</p>	<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes (and Google Earth) to identify the countries, continents and oceans.</p> <p>Devise a simple map with basic symbols in a key, for example map of the school and its surrounding area.</p> <p>Plan a route on a map.</p>	<p>Locational British Isles United Kingdom England Scotland Wales Northern Ireland Cardiff Edinburgh London Belfast Continent Country</p> <p>Human Factory Office Port Harbour</p> <p>Physical Beach Cliff Coast Forest Sea Ocean Soil Valley Vegetation Equator</p> <p>Maps Compass Directions Route</p>
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<p>Year 3 Unique UK</p>	<p>To know the differences between local area and distances across the UK.</p> <p>To name 8 compass points.</p> <p>To name and locate counties and major cities of the UK.</p> <p>To know islands are surrounded by water and the names of the bodies of water surrounding the UK.</p> <p>To understand the journey of the River Thames from its source.</p> <p>To research significant rivers within the UK.</p> <p>To know how the climate in the UK changes.</p> <p>To understand the purpose of an Ordnance Survey Map.</p> <p>To recognise different symbols used in an Ordnance Survey Map.</p> <p>To recognise the difference between human made, natural and managed environments.</p> <p>To understand how an area within the UK has changed over time.</p> <p>To know who Isimbard Brunel is.</p>	<p>Use the eight points of a compass to find and locate UK cities in relation to one another.</p> <p>To begin to use four-figure grid references.</p> <p>Use an atlas to locate significant rivers within the UK.</p> <p>Use key and symbols to effectively read an Ordnance Survey Map.</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, and digital technologies.</p> <p>To ask and answer geographical questions.</p>	<p>Fieldwork</p> <p>Locational River Thames County North South East West North east South east North west South west</p> <p>Physical Tributaries Mouth Source Estuary Climate</p> <p>Human Settlement</p> <p>Maps Coordinates Grid references</p>
<p>Year 4 Exciting Europe</p>	<p>To name key countries and cities in Europe.</p> <p>To identify significant physical geographical</p>	<p>Use maps and atlases to find and locate key countries in Europe, including Russia.</p>	<p>Physical: Climate zones Biomes</p>

	<p>features across Europe</p> <p>To identify significant human geographical features across Europe. To identify biomes and how the weather affects the life that grows and lives there.</p> <p>To understand some of the key physical processes that affect the Earth and to know continents sit on tectonic plates.</p> <p>To name some significant human geographical features across Europe, including the Eurostar, Brandenburg Gate, the Colosseum and Saint Basil's Cathedral.</p> <p>To understand the role of the EU within Europe.</p> <p>To identify weather patterns that affect different parts of Europe.</p> <p>To know where Iceland is and where its main cities are located.</p> <p>To identify physical geographical features in Iceland</p> <p>To name significant human landmarks within Iceland.</p> <p>To identify human geographical features in Iceland and how these have changed, such as population and settlement.</p> <p>To understand why there are similarities and differences between places.</p>	<p>Use eight-point compass directions to talk about locality of different countries.</p> <p>Use aerial photographs to show how land changes across the continent.</p> <p>Use weather charts to record weather patterns over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Further use of four-figure grid references.</p> <p>Use symbols and key on Ordnance Survey map to deepen understanding of human and physical features.</p> <p>Use time zone maps to tell the time in different parts of Europe.</p>	<p>Vegetation belts Volcanoes Earthquakes Water cycle Tectonic plates</p> <p>Human: Trade links Energy Minerals Population Suburbs Landmarks Euro EU</p> <p>Locational: Feature Campsite Footpath Motorway Main road</p> <p>Places: Europe Iceland</p>
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	<p>To understand different parts of Europe, have different time zones.</p> <p>To know who Al Idrisi was.</p> <p>To know who Alexander von Humboldt was.</p> <p>To know who Greta Thunberg is and to understand her impact upon the world.</p> <p>To know who Angela Merkel is and to know she is the longest-serving head of government within the EU.</p>		
<p>Year 5 Sensational South America</p>	<p>To know the countries that South America comprises of.</p> <p>To understand the climate of South America and the key physical processes that underpin it.</p> <p>To know the major mountains of South America and how they were formed, such as the Andes.</p> <p>To describe and understand key aspects of human geography in South America.</p> <p>To identify some of the main industries and the importance of exports in South America and how this affects trade.</p> <p>To know where Brazil is on a map of South America.</p> <p>To describe and understand key aspects of physical geography in Brazil, including its natural features.</p> <p>To learn about the ecological importance of the</p>	<p>To use atlases, maps and globes to locate countries in South America.</p> <p>Record and present the human and physical features of South America.</p> <p>Begin to locate features on a map using six-figure grid references.</p> <p>Evaluate advantages and disadvantages and give an informed opinion.</p> <p>Introduce Tropics of Cancer and Capricorn and the Greenwich Meridian</p>	<p>Locational South America Andes Brazil Rio de Janeiro</p> <p>Human Population Urbanisation Exports Trade Industries Colonised Indigenous Native Tourism Push and pull factors Culture</p> <p>Physical Ecological Tropic of Cancer</p>

	<p>rainforest, including the water cycle.</p> <p>To understand how the population of Brazil has moved.</p> <p>To know what urbanisation means.</p> <p>To know some of the push-pull factors for people to leave a rural area and move to an urban area in Brazil.</p> <p>To know what tourism is and identify some of the popular attractions in Rio de Janeiro.</p> <p>To explain what culture means and to appreciate some elements of Brazilian culture.</p> <p>To know who Christopher Columbus was.</p>		<p>Tropic of Capricorn Tropical Rainforest Biodiversity Amazon Basin Deforestation Water cycle Longitude Latitude</p>
<p>Year 6 North America</p>	<p>To study North America's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To identify climate zones, biomes, mountains and earthquakes in North America.</p> <p>To understand the role volcanoes, play in the key natural processes that affect the Earth.</p> <p>To understand how natural resources are distributed, including energy, food, minerals and water.</p> <p>To study the different cultural backgrounds, traditions and languages in North America.</p> <p>To know how certain periods in history have</p>	<p>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)</p> <p>To use sketch maps, plans and graphs, and digital technologies to observe, measure, record and present.</p> <p>To use six-figure grid references to locate features on a map of North America.</p>	<p>Locational USA Washington White House Yellowstone States</p> <p>Physical Hurricanes Tornados Heatwave Drought</p> <p>Human Natural resources Geothermal Democrat Republican</p>

	<p>affected how society has developed over the years.</p> <p>To study biomes of USA.</p> <p>To study the government and politics in present-day USA.</p> <p>To know who George Washington was.</p> <p>To know who Eratosthenes was.</p>		<p>President</p> <p>Maps</p> <p>Sketch maps</p>
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Summer Term	Knowledge/Skills		Vocabulary
<p>Year 1</p> <p>Link to History topic and Science topic – Explorers and Plants and Seasonal Changes; Summer</p>	<p>To know the route Christopher Columbus sailed and the places he discovered.</p> <p>To know how explorers have impacted our world.</p> <p>To understand the changing seasons throughout the year.</p> <p>To understand how the weather is different around the world.</p>	<p>To use maps, atlases and globes to find locations.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>To observe and describe the changes in weather from spring to summer.</p> <p>To notice weather patterns.</p>	
<p>Year 2</p> <p>Link to History topic and science topic – The Victorians and Plants and Animals, Including Humans</p>	<p>To understand how the Victorian population was spread.</p> <p>To understand the importance of travel and the impact it had for people during the Victorian era, e.g. the Underground and transport links.</p> <p>To know who Marc Brunel was.</p>	<p>To use world maps, atlases and globes (and Google Earth) to identify the counties, continents and oceans.</p> <p>To use pictures/photos, non-fiction books and stories as sources of information.</p>	

	To know that animals originate from different parts of the world.		
Year 3 Link to History topic and Science topic – The Romans and Forces and Magnets	<p>To understand the structure of Roman Society and its influence on today, e.g. the Roman Empire.</p> <p>To know which countries made up the Roman Empire.</p> <p>To name some famous Roman landmarks, e.g. Hadrian's Wall.</p> <p>To understand the key physical forces which affect the Earth, e.g. tectonic plates.</p> <p>To understand that food is grown and sourced in different locations around the world.</p>	<p>To locate Rome on a map of Italy.</p> <p>To ask and answer geographical questions.</p> <p>To use an atlas to locate significant locations.</p>	
Year 4 Link to History topic and Science topic – Ancient Egypt and Habitats	<p>To know where Egypt is and to learn about the human and physical geography in Ancient Egypt.</p> <p>To understand the role the Nile played in supporting the Egyptian way of life.</p> <p>To know how the Egyptian climate affected the Egyptian way of life.</p> <p>To know specific habitats are located in different parts of the world.</p> <p>To name a variety of living things in their local and wider environment.</p>	<p>To locate Egypt on a map of Africa.</p> <p>To use fieldwork to record weather patterns in the UK and compare.</p> <p>To use of maps, atlases and satellite images to identify key features.</p> <p>To identify significant places and environments.</p>	
Year 5 Link to History topic and	To understand some of the physical geography of Greece.	To use maps, atlases and globes to locate Greece and its empire.	

<p>Science topic – Ancient Greeks and Earth and Space</p>	<p>To know where the Greek Empire was located.</p> <p>To learn about trade during archaic and classical periods.</p> <p>To understand what Greek culture is like today.</p> <p>To know how Alexander the Great expanded the Greek Empire.</p> <p>To understand the key physical processes that influence the Earth.</p> <p>To know who Anaximander was.</p>	<p>To evaluate advantages and disadvantages and give an informed opinion.</p> <p>To record and present the human and physical features of a place.</p>	
<p>Year 6 Link to History topic – Ancient Benin</p>	<p>To know where the Benin Kingdom was located.</p> <p>To identify different types of settlement and land use, economic activity, including trade links,</p> <p>To know how natural resources are distributed in the Kingdom of Benin.</p> <p>To understand how this period laid foundations for the major changes in Benin Kingdom in subsequent years.</p> <p>To understand the influence the British had on the movement of people during 900AD-1300AD.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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, and digital technologies.</p>	