

**Y6 Geography Recovery Plan**

<b>EYFS Framework</b>
<p><b><u>Understanding the World</u></b></p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>

<b>National Curriculum Requirements</b>	
<p style="text-align: center;"><b><u>KS1</u></b></p> <p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> <li>● the world</li> <li>● the United Kingdom</li> <li>● their locality</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● understand basic subject-specific vocabulary relating to human and physical geography</li> <li>● begin to use geographical skills, including first-hand observation, to enhance their local awareness</li> </ul>	<p style="text-align: center;"><b><u>KS2</u></b></p> <p>Pupils should –</p> <ul style="list-style-type: none"> <li>● extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America</li> <li>● this will include the location of a range of the world’s most significant human and physical features</li> </ul> <p>They should –</p> <ul style="list-style-type: none"> <li>● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> </ul>

<b>Geography National Curriculum Strands</b>			
<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Skills and Fieldwork</b>

Each aspect (key knowledge and skill) of the William Patten geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by \*\* to indicate the multiple strands.

Year 4				
KS2 Knowledge End Points: <b>Locational Knowledge</b>	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Weeks 2 & 3	Spring 2 Week 4 and 5	Summer 2 Week 6
	Topic	Counties	Settlements - Spain	North America
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands key aspects of 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</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>The United Kingdom is divided into regions called counties (there are 48 in England).</li> <li>Knows and can name the home counties (and consider Kent as the location of the Y6 residential)</li> <li>Population and topographical features for Suffolk (natural formations: hills and mountains, rivers, lakes, valleys and coastline and manmade features: roads, dams and cities). <i>children will know the meanings of these words and learn where and how these are measured so that they can research them for their chosen county</i></li> <li>Chosen County specific knowledge (as above)</li> <li>That the human and physical features of Suffolk vary and correlate with other geographical features (such as population/topography) to inform focus of own research.</li> </ul>	<ul style="list-style-type: none"> <li>Spain has land borders with three other countries: Portugal, France, and Andorra. It also borders the British overseas territory of Gibraltar.</li> <li>The two main rivers are the Tagus and the Ebro. The Pyrenees are a mountain range which runs along the border of Spain and France.</li> <li>Spain is divided into regions. In the UK they are called counties, but in Spain they are called 'autonomous communities'.</li> <li>Autonomous communities have their own regional government, flag and capital city. There are 17 altogether.</li> <li>Spain has three climates. It grows different crops in each one.</li> <li>Spain's cities contain important architectural buildings such as the narrow ancient streets of Toledo, Gaudi's Park Guell in Barcelona, La Sagrada Familia cathedral.</li> <li>Traditional dance is called flamenco and a traditional meal to be shared is paella.</li> <li>Madrid is the capital city of Spain, as well as its autonomous community. Its geographical location is in the centre of Spain</li> <li>Madrid has a Mediterranean climate which transitions to a cold semi-arid climate with warm summers and relatively cold winters</li> <li>To know some of the significant places in Madrid and where these are in relation to each other using 8 point compass directions (to include - the Royal palace, Parque del Retiro, Josep Tarradellas (Madrid partner school) and Museo Nacional Centro de Arte Reina Sofia, a modern art museum housing famous works by Pablo Picasso)</li> <li>To know some of the features of Madrid's Manzanares river and how these compare to those of the Thames.</li> </ul>	<ul style="list-style-type: none"> <li>There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries.</li> <li>Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America</li> <li>There are 50 states in the USA</li> <li>Mexico City is the largest city with more than 9 million people living there.</li> <li>Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.</li> <li>Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark).</li> <li>The Missouri River is the longest in North America and flows through seven US states.</li> <li>The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome.</li> <li>Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.</li> <li>Montserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated to Stoke Newington.</li> <li>Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans.</li> </ul> <p style="text-align: right;">Identified compromised content.</p>	
	<p><b>Cross Curricular Links</b></p> <ul style="list-style-type: none"> <li>Computing: Research on ipads</li> <li>Literacy: County Fact File</li> </ul>	<ul style="list-style-type: none"> <li>Spanish lessons incorporating locational and cultural focusses</li> <li>Reading: Lessons on non-fiction Spanish-related texts.</li> <li>Computing: ipads for google maps and atlases</li> </ul>		
<p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able to 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</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>Research, find and organise facts about a county into an information leaflet, including headings, sub-headings, planning layout to include graphics; prioritising facts on information value</li> <li>Self-directed research on ipads to examine layout of leaflets and using websites including Local tourism for Suffolk, National Geographic, Suffolk County Council website cross referenced with atlases and encyclopaedias</li> <li>Presentation skills - based on research, delivering a persuasive presentation on visiting Suffolk (Cross curricular IT skills using Powerpoint)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between physical and human geography in Madrid and London using photographs, short films (from Madrid school) and maps</li> <li>Used geographical vocabulary to describe the physical attributes of an area.</li> <li>Use atlases and Google Maps to identify and label capital city, mountain range, significant rivers and regions.</li> <li>Populate a comparison table to show differences and similarities between the UK and Spain</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon).</li> <li>To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA.</li> <li>to identify the flags of countries in North America using an atlas.</li> <li>To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.</li> </ul> <p style="text-align: right;">Identified compromised content.</p>	
<b>School Context</b>				
<ul style="list-style-type: none"> <li>Contextual location of the school/local area within the wider country</li> <li>Recognising similarities and differences between local area and other parts of the country</li> <li>Location of Kench Hill Centre (Y6 Residential) in Kent</li> </ul>	<ul style="list-style-type: none"> <li>Children use correspondence with Madrid school to share information about the Thames and Manzanares River.</li> <li>Use dissemination resources of staff visit to Madrid landmarks as part of Erasmus+ funding</li> </ul>	<ul style="list-style-type: none"> <li>Make human geographical links between Stoke Newington and Montserrat, exploring political connections and reasons for migration and differences in physical geography between the two locations.</li> </ul>		

Year 5				
KS2 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (week 2 and 3)	Spring 1 (Week 4 and 5)	Summer 1 (Week 4 and 5)
KS2 Knowledge End Points:	Topic	Locational Knowledge and Map Reading (Informed by "Marvellous Maps" Unit, Planit Geography Scheme)	Climate Zones and Tectonic Plates	'Trade and Economics' (Informed by Planit Geography Unit Scheme)
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can 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)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands key aspects of 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</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Knows the location of UK cities, beyond the capitals, and their identifying human and physical characteristics</li> <li>Knows and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton suspension bridge), Forest of Dean and mountains (including Ben Nevis).</li> <li>Knows the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavanger, Norway on the coast of the North Sea)</li> <li>knows how to find information in an atlas, using the index and simple coordinates</li> <li>Knows how to use a key for more complex geographical features on an Ordnance Survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road)</li> <li>knows how to use 4 and 6 figure grid references on a map</li> <li>Knows the advantages and disadvantages of digital navigation comparative to use of compass and maps.</li> <li>Knows and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian and can use these to support explanation of geographical locations, including continents.</li> <li>Develops knowledge and understanding of worldwide time zones and understands that these are caused by the earth's rotation on its axis.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the nature of the different climate zones around the world: The polar zones, the temperate zones and the tropical zones ((making A link to Y4 knowledge about Madrid's climates).</li> <li>To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.</li> <li>Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities</li> <li>understand what the greenhouse effect is and which gases are involved (cross-curricular: science).</li> <li>Understand the impact of climate change on the different climate zones worldwide</li> <li>Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water.</li> <li>The main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.</li> <li>As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow.</li> <li>Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation.</li> <li>Earthquakes are caused by different types of movement in the earth's tectonic plates</li> <li>Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.</li> <li>Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</li> </ul> <p style="text-align: center;">Identified compromised content.</p>	<ul style="list-style-type: none"> <li>Knows and can explain what trading is</li> <li>Knows and can explain the difference between imports and exports</li> <li>Knows and can list some goods exported from the UK</li> <li>Knows and can list some goods imported to the UK</li> <li>Knows and can name some countries the UK exports goods to;</li> <li>Knows and can name some countries that the UK imports goods from</li> <li>Knows the location of El Salvador and can name some goods exported from El Salvador to the UK</li> <li>Knows and can list some products that are fairly traded</li> <li>Knows and can describe how goods can be the product of more than one country;</li> <li>Knows and can describe how trade takes place today</li> <li>Knows and can describe how trade took place in Tudor and Victorian times.</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Maths: Time zones and calculating time differences and recording data in tables</li> <li>Science: Understanding the reasons for night and day and worldwide time differences</li> </ul>	<ul style="list-style-type: none"> <li>Science: Climate change and gases involved/Changes of state and how it relates to water cycle/Chemical reactions (volcano recreation)</li> </ul>	<ul style="list-style-type: none"> <li>History: Historical trade links/Tudors</li> </ul>
<p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able to 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</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Locate and name key lines of latitude and longitude on a map</li> <li>Use the eight points of a compass to build knowledge of the UK and the wider world on a map. * *</li> <li>Use four and six figure grid references to build knowledge of the UK and wider world</li> <li>Use atlas to locate places using latitude and longitude references. * *</li> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Develop an understanding of the concept of different time zones through interpretation of time zone maps.</li> <li>Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Use Ordnance Survey resources <a href="https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight">https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight</a> to verify predictions about the climate in a specific location according to its geographical location</li> <li>label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes.</li> <li>used atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be</li> <li>compared and contrasted the two ways of measuring earthquakes - the Richter and Mercalli scales</li> <li>identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge</li> <li>made connections between their geographical understanding and their knowledge of scientific changes of state</li> <li>To give the location of places of geographical interest (including those represented by maps with symbols) using four and six-figure grid references</li> </ul> <p style="text-align: center;">Identified compromised content.</p>	<ul style="list-style-type: none"> <li>Use an atlas to find countries and locate El Salvador on a world map;</li> <li>analyse evidence and draw conclusions, considering the impact and influence on people/ everyday life</li> <li>Describe route and direction, location linking 8 points of compass to degrees on compass</li> <li>Reflect on the impact trade has on an area and generate ideas for cause and effect.</li> </ul>
<b>School Context</b>				

- Improve knowledge of their local area and the UK, as well as the world, in order to locate which county, country and continent they live in.

- Understand their own geographical context and which biome/ecosystem/climate zone they live in.
- Understand the impact this will have on school edible playground.

- Link to Fairtrade week

Year 6 2021-22				
KS2 Knowledge End Points: Locational Knowledge	Term	Autumn	Spring	Summer
	Half Term Coverage	-	Spring 2: Weeks 1 & 2	Summer 1 (Week 5 and 6)
	Topic		Rivers	India (Case Study)
<ul style="list-style-type: none"> <li>● Can 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</li> <li>● Can 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</li> <li>● Can 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)</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>● Understands 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</li> </ul> <b>Human and Physical geography</b> <ul style="list-style-type: none"> <li>● Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● Can describe and understands key aspects of 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</li> </ul>	<b>Key Knowledge</b>	<b>Recovery Content:</b> <ul style="list-style-type: none"> <li>● When learning about worldwide rivers, children will need to be taught that The Missouri River is the longest in North America and flows through seven US states. They should be shown this on a map that enables them to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America.</li> <li>● Within this, children will also need to know that Panama is a country in Central America and that its canal is an important trade route that links Atlantic and Pacific Oceans. They should learn that this canal is man-made and understand why it is not classified as a river.</li> <li>● Children will need to be taught about the significance of rivers within the water cycle.</li> </ul> <ul style="list-style-type: none"> <li>● To relate the formation and continuum of rivers to their knowledge of the water cycle.</li> <li>● To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges</li> <li>● That middle course river features include wider, shallower valleys, meanders, and oxbow lakes.</li> <li>● That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth.</li> <li>● To know that rivers erode in four ways: Abrasion - when large pieces of bedload material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock.</li> <li>● That the River Lea is a canalised river that runs through Hackney and is a tributary of the Thames</li> <li>● That the Regents Canal crosses 5 boroughs, including Hackney, and has the busiest London towpath allowing access to central London and the city for cyclists and pedestrians and was historically significant in the context of transporting goods</li> <li>● The New River is a man-made river that runs from Ware in Hertfordshire to Stoke Newington, originally with the purpose of transferring fresh drinking water from the River Lea</li> <li>● To know major rivers around the world and where they are located (revisiting the Amazon River from Y3 and Mississippi from Y4).</li> </ul>	<b>Recovery Content:</b> <ul style="list-style-type: none"> <li>● Children will need to begin with an explanation of what a climate zone and tectonic plate is.</li> <li>● They will need to be able to relate the main biomes and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous to India, understanding India's climate zone(s) and the significance of the tectonic plates.</li> <li>● Children will need to be taught that Earthquakes are caused by different types of movement in the earth's tectonic plates. They will need to be able to relate this to India (for teacher reference see: <a href="#">Earthquake zones of India – Wikipedia</a>) and then be able use knowledge to identify other parts of the world where Earthquakes are more likely to occur.</li> <li>● Children will need to learn what causes a volcano and what happens when it erupts. They should relate this to India's Barren islands.</li> <li>● Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes.</li> <li>● Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific plate.</li> </ul> <ul style="list-style-type: none"> <li>● India borders the Himalayan mountain range, the highest mountain range in the world.</li> <li>● That Himalayan mountains spread across five countries, including India (as well as Bhutan, China, Nepal and Pakistan)</li> <li>● The Himalayas were caused by the collision of the Indian and Eurasian plates about 40 to 50 million years ago</li> <li>● Barren Island is the only confirmed active volcano in India and South Asia (it is situated on the Indian-Australian plate and Eurasian plate boundary)</li> <li>● India has a large desert called the Thar Desert.</li> <li>● The River Ganges is the longest river in India and has religious significance to India's Hindu community</li> <li>● Like the United States, India is divided into states. India has 29 states. It also has seven union territories.</li> <li>● India is divided into five different regions: 1. Great Northern mountains 2. Great Northern plains 3. Great Indian plateaus 4. coastal plains and islands</li> <li>● India's official language is Hindi. Many people also speak English because India was once a British colony.</li> <li>● Reasons for Britain's colonisation of India included access to raw materials/wealth and this impacted India's culture and economics</li> <li>● India's location has historical significance, as it was located along the silk road</li> <li>● India became independent from British rule in 1947</li> <li>● Mahatma Gandhi was a leader of India's independence movement</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>● <b>Computing</b> – Use of Google Expeditions to support children's understanding of key river features</li> <li>● <b>Art</b> – Children draw a cross-section of a river and create a piece of artwork featuring a local canal</li> <li>● <b>History</b> – How and when our canals were built</li> <li>● Science - evaporation and condensation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>RE:</b> Significance of the Ganges in Hinduism</li> <li>● <b>History</b> - Historical relationship between India and Britain and how that has evolved/Silk Road/Mahatma Gandhi</li> <li>● <b>Maths</b> - Children construct bar graphs which compares the climate of London to New Delhi</li> <li>● <b>Science</b> - analysing and investigating weather patterns</li> </ul>	
<b>KS2 Skills End Points:</b>	<b>Key Skills</b>	<b>Recovery content:</b> <ul style="list-style-type: none"> <li>● Children should develop their understanding of the climate of the locations of the worldwide rivers being studied using the following <a href="#">ordnance survey resources</a></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	

<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>			<p><a href="https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight">https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight</a> . They can use this to verify predications about the climate in a specific location according to its geographical location.</p> <ul style="list-style-type: none"> <li>• Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude</li> <li>• 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</li> <li>• Use a compass correctly to map the direction/location of our local canals and the direction water flows in</li> <li>• Locate local canals on a range of maps, including ordnance survey</li> </ul>	<p>Recovery Content:</p> <ul style="list-style-type: none"> <li>• Analysing and labelling diagrams of volcanoes and earthquakes.</li> <li>• Interpreting maps of the tectonic plates and identifying higher risk earthquake and volcano locations.</li> <li>• Analyse an historic map of the British empire and compare to a present day map of the world</li> <li>• compare maps with different scales</li> <li>• analyse and draw conclusion from data about India's weather conditions</li> <li>• Present comparative data about India's climate alongside that of the UK</li> <li>• analyse historical trade maps of the silk road and draw conclusion about the significance of India's location.</li> <li>• Use key to make deductions about landscape/ industry/ features etc.</li> <li>• Locate information/ place from sources with speed and accuracy</li> </ul>
<b>School Context</b>				
			<ul style="list-style-type: none"> <li>• Visit to Islington boat club (City Road Basin, Regents Canal)</li> <li>• Significant focus given on to local river systems and tributaries to the River Thames</li> </ul>	