



Year 1

Where do we live?

What are Weather Patterns and Seasons?

Where in the world is Africa?

Overview

As part of our topic, “Super Me”, we begin the term by familiarising ourselves with our homes characteristics, learning our addresses and discussing the differences between all of our homes within the class. We share our journey to school and which landmarks we might pass. As we move through the term we explore our local community in more detail. Creating our own ‘City’ to role play amongst and begin to draw our own Maps including local landmarks (post office, shops, vets and doctors). To consolidate the term’s learning we celebrate our topic through a Superhero Day! We get to come to school dressed as our favourite Superhero and complete a range of superhero challenges. We participate in a scavenger hunt, following a map around the school, and a litter pick on the field to look after our environment.

Over the course of the Year we look closely at the four seasons and through our Guided Reading texts we explore how each season is unique and some of the key characteristics of Seasons in our local environment. For example in Autumn, we forage for leaves to create Artwork in the style of Andy Goldsworthy and identify the change in leaf colours across the season. This is linked closely with our learning in Science, and we use our ‘senses’ to describe these changes. As the Term continues we get to explore the weather in more detail. We carry out an investigation on a Sunny Day (!) and observe the differences of our shadows across the school day. This builds up to becoming Weather Reporters ourselves- working in small groups to draw weather symbols, describe weather patterns and perform this to the rest of the class.

This unit explores Africa, focusing on Kenya. We begin the term by creating our personalised ‘Me in My World’ map. From learning about the continent we live on all the way to revisiting our own home and re drawing this. This is a useful source for the children to understand just how vast the world is! Once the children have learnt the seven continents around the world, we use photos, maps, globes and read our class text *Lila and the Secret of Rain* to find out about this contrasting continent. We identify similarities/differences from Kenya to England between our own lives and others. The children will finish the year with a trip to Wild Place, to experience some of these differences and understand what life is like living in Africa. Afterwards we learn how to draw maps with a key and symbols and the children revisit a special day of learning through their Geography lesson.

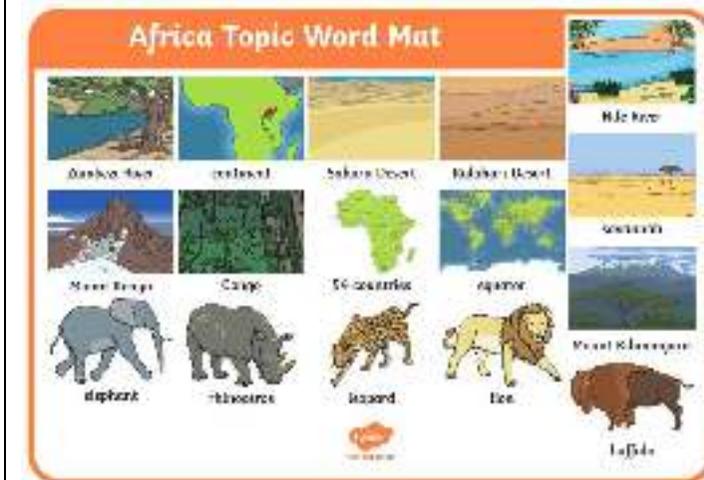
Sticky Knowledge

Recognise familiar places in the Local Area.
 Locate places/landmarks on a map.
 Use simple compass directions.
 Recognise and draw basic map symbols.
 Plot a simple route on a map.
 Recognise housing types.
 Express own views about the Environment and suggest simple improvements.
 Use a growing range of subject specific vocabulary.

Name weather types in the UK.
 Name the four seasons across the year.
 Identify daily changes in weather.
 Identify seasonal changes across the year.
 Recognise weather symbols.
 Explain some dangers of the weather.
 Make simple observations about the weather in the UK.
 Use a growing range of subject specific vocabulary.
 Make recordings about the weather.

Use world maps and globes to identify the UK and begin to locate other Continents (particularly Africa), the Equator and North and South Poles.
 Locate hot and cold countries of the world.
 Make comparisons between different places.
 Understand what some aspects of African/Kenyan life are like.
 Explain a range of human and physical features of Kenya.
 Identify the features of a National Park.
 Draw a freehand map of Africa.
 Identify animals that live in Africa and begin to explain the concept of “endangered species”.
 Describe some differences and similarities between Kenya and the UK.

Sticky Vocabulary



Skills

Locational Knowledge

Name and locate the world’s seven continents and five oceans

Place Knowledge

Understand geographical similarities and differences of the geography of small areas of the UK.

Human Geography

Identify key human features (settlements)

Pupils can identify seasonal and daily weather patterns in the UK.

Pupils can identify location of hot and cold areas (equator/Poles)

Physical Geography

Basic geographical vocabulary:

e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,

Skills and Fieldwork

World maps, atlases and globes to identify the UK and its counties.

Simple compass directions (North, South, East and West)

and locational and directional language [for example, near and far; left and right],

Simple fieldwork and observational skills to study the geography of their school and its grounds.

Year 2

**What was it like to live in a castle?
What happened in The Great Fire of
London?**

Where in the world would you go?

**Would you like to be beside the
seaside?**

Overview

Year 2 will focus on London during two separate terms. The children begin learning about London during a topic focusing on the Royal Family. They look at the human geography around London, noticing it is the capital city of the UK. They will also identify the other capital cities of the UK and its surrounding oceans. During 'The Great Fire of London' topic, children will use atlases and maps to see how London has changed since 1666. They will focus on landmarks around London and what symbols mean. They will also concentrate on the UK and how it is made up of 4 different countries.

During All Around the World, Year 2 will follow on from the learning in Year 1. Continents and oceans are a huge focus during this topic, concentrating in on Brazil and how it compares to the UK. The children will learn about the human geography around both places and learn similarities and differences of cultures, population and the physical geography. They will use aerial photographs to identify famous landmarks and learn how to use simple compass directions (North, South, East and West) and directional language to identify different places.

This topic focuses on the different sea sides. The children learn the different features of a seaside town and why beaches are formed on a coastline. They research what happens in a seaside town and compare it to what happens in Oldland Common. The jobs are different, the children live their lives differently and entertainment is different. The children will learn about the basic human geography and physical geography of a seaside using maps and locational language.

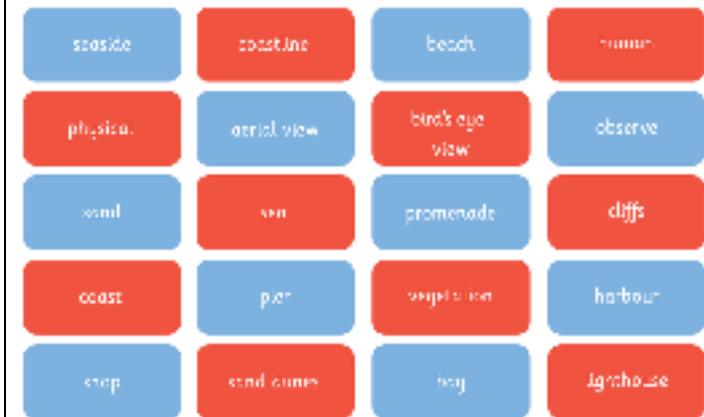
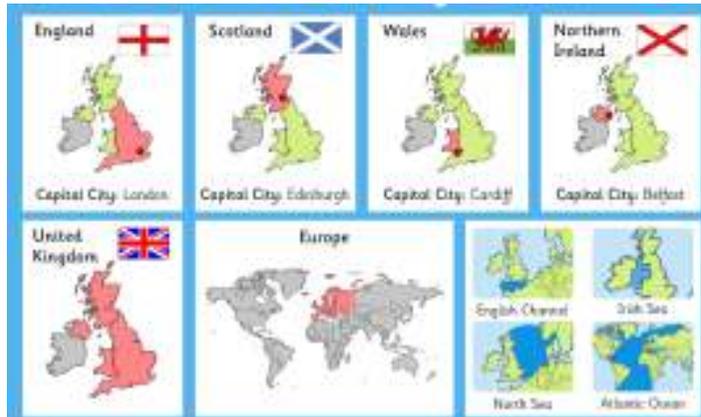
Sticky Knowledge

London is the capital city of England.
The United Kingdom is made up of 4 countries; England, Northern Ireland, Scotland and Wales.
The River Thames is a river that flows through London
The UK is surrounded by the English Channel, Irish Sea, North Sea and the Atlantic Ocean.
The London underground is a way of people transporting their way around London, underground.

The 7 continents are; Asia, Africa, North America, South America, Antarctica, Europe and Australia.
The UK is part of the continent Europe.
The 5 Oceans are; Pacific, Atlantic, Indian, Southern and Arctic.
The Pacific Ocean is the largest ocean and the Arctic Ocean is the smallest. The population of the UK is 67 million and the population of Brazil is 211 million.
In Brazil the language is Portuguese.

The United Kingdom is an island made up of 4 countries; England, Wales, Scotland and Northern Ireland.
Jobs at a seaside town are: lighthouse keeper, life guards and fishermen.
The 3 main seas surrounding the UK are the English Channel, the Irish Sea and the North Sea

Sticky Vocabulary



Skills

Locational Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Understand geographical similarities and differences of a small area of the UK and of a small area in a contrasting non-European country.

Human Geography

Use basic vocabulary e.g. city, town, village, factory, farm, house, office, harbour and shop.

Pupils can identify seasonal and daily weather patterns in the UK and across the world e.g. North and South Pole.

Physical Geography

Geographical vocabulary:

e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Skills and Fieldwork

World maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]

Identify landmarks of their area through the use of aerial photographs.

Map basic human and physical landmarks using symbols and a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds.

Year 3

Where does chocolate come from?

Why is RMS Titanic famous?

Where will we go next?

Overview

In this unit, the children will understand how chocolate is grown, recognising the different elements in production, including where and how land is used.

In understanding where chocolate comes from, the children will need to recognise locations around the world where ingredients are grown and understand how they are transported. They will explore the climate zones of key locations such as in Africa and appreciate why these places are such as key factors in the production of chocolate.

The children will explore how chocolate has been an important part of business in some local areas such as Keynsham. This will include exploring the history of Cadburys.

As part of this unit the children will explore the eight points of a compass including local directions considering the school's position. They will explore the route that was taken by the Titanic on its fateful voyage and identify key routes used by ships across the world in the current day.

Using atlases they will explore the location of world countries focusing on North America.

They will further use the atlases to revise the location of UK countries, counties and cities such as Southampton, Belfast, Bristol and Liverpool.

In this final geography unit of the year, the children will consolidate their place knowledge of the UK countries and develop this further by identifying their counties.

The children will also draw comparisons in climate, population and land use to a region in Europe (Spain). In exploring their local area, including through the use of maps, the children will create their own map of the school grounds, creating a key of symbols and markings for other users.

The children will also use 'The Commonwealth Games' as a theme to identify other countries and find out information about them.

Sticky Knowledge

Cocoa trees are grown in large plantations in tropical regions, such as in Brazil, South America.

Cocoa trees are also grown in large plantations in Ghana, West Africa.

Tropical climates are hot and humid as they are located close to the equator.

How is chocolate made?

After six months, the cocoa pods are ripe and they are harvested.

The pods are split open with a machete and the cocoa beans are removed.

The beans are covered with banana leaves and left for 5 days to ferment.

The beans are dried out in the sun.

The beans are shipped to chocolate factories all over the world.

At the factories, the beans are cleaned and then roasted.

The shells are removed and the beans are ground into a thick liquid. Other ingredients, such as sugar

London is the capital city of England.

The United Kingdom is made up of 4 countries; England, Northern Ireland, Scotland and Wales. There are 46 counties in England.

Oldland Common is in South Gloucestershire.

New York is a city on the west coast of the United States (Part of North America).

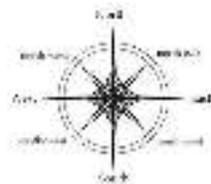
Belfast is the capital of Northern Ireland.

Bristol is a city in the South-West of England.

Liverpool is a city in the North-West of England.

Southampton is a city in the South of England.

There are eight compass points:



Titanic was built by a company called White Star Line.

There are 46 counties in the England.

Oldland Common is in the county of South Gloucestershire.

Redfield Edge school was first created in 1843.

The land was used for agriculture.

The UK has a temperate climate.

Spain is in the Mediterranean.

It has a Mediterranean climate – Hot/dry summers with mild/wet winters.

The capital of Spain is Madrid.



The Commonwealth Games is a tournament which takes place every four years.



and cocoa butter, are added to make the chocolate taste nice. Finally, the chocolate is packaged and sent to shops to be sold.

Keynsham chocolate factory (Fry's factory) was initially completed in 1935 and closed in 2011. It is now used for Business and housing. It is located close to key transport links including rail, river and roads.

Fairtrade means that farmers are given a fair price for the work they do in the chocolate process.

She was completed and ready for the ocean on 31st March 1912, after three years in construction ocean in Belfast, Northern Ireland.

The Titanic first set sail on the 10th April 1912.

There were over 2,200 people on board Titanic, 900 of which were crew members.

Titanic was the most impressive and luxurious ship of her time. She was the biggest too, measuring 28 metres wide, 53 metres tall and 269 metres long.

Passengers were split into first, second and third class.

1506 people died on board the Titanic

61% of all first class passengers survived
 42% of all second class passengers survived.
 24% of all third class passengers survived.
 24% of the crew survived.
 66% of all third class children died. No first or second class children died.

The event was first held in Hamilton, Canada in 1930, when 11 countries sent a total of 400 athletes to take part.

The commonwealth is a collection of countries that are linked in some way to Great Britain, all apart from Mozambique.

The Queen is the head of the Commonwealth – and this is the reason that she officially opens the Commonwealth Games at the Opening Ceremony.

Sticky Vocabulary

Cacao, Powder, Production, Producer, Africa, beans, Continent, Factory, Farmer, Transport, International, Fairtrade, equality, money, process, conditions, sustainability, Worldwide, Cadbury, Local, Keynsham, Exporting, Importing, South America, climate, ingredients

Southampton, New York, Belfast, Liverpool, Bristol, London, Titanic, North America, Journey, Compass, North, North-west, North East, South, South East, South West, East, West, Atlas, Globe, Atlantic, Voyage, County, Country, City.

Local, Area, Compass, Commonwealth, Europe, climate, population, county, human, physical, grid reference, key, symbol, land use, businesses, Travel, International, Comparison, Place

Skills

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including Russia) and North/South America.

Pupils can name and locate counties and cities of the UK

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.

Human Geography

Describe and understand key aspects of human geography, including:

Types of settlement and land use.

Physical Geography

Describe/ understand key aspects of physical geography, including: Climate Zones, Rivers, mountains and volcanoes.

Skills and Fieldwork

Maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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.

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.

Year 4

What is the significance and position of the Equator, Northern and Southern hemisphere?

Where oh where is water?

Overview

This 'All around the World' Unit allows the children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. They will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. The children will prepare and present a weather report from an area in the Tropics. By looking more closely at the lines of longitude, children will develop their understanding of time zones. Alongside, children will also have the opportunity to collect and measure rainwater over a given time period and record and analyse their findings.

The Water unit introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. The children make their own water cycles using zippy freezer bags which they monitor daily. To understand why water needs to be cleaned, they make their own filtration system in a bottle as well as visit the local water treatment plant. Children learn the different types of flooding and the damage it can cause. They learn to the impact building developments can have on flooding, when houses are built on flood plains or the impact of concrete surfaces in increasing run-off as well as deforestation. The children learn about water pollution and what you can and cannot flush down the toilet!

Sticky Knowledge

The Equator separates the Northern and Southern Hemisphere.
On a globe or map, the Earth is divided into coordinates using lines of longitude and latitude.
Longitude lines go over the Earth
Latitude lines go around the Earth.
The Arctic Circle is located at the top of a globe or map.
Antarctica is located at the bottom of a globe or map.
Tropic of Cancer and the Tropic of Capricorn are drawn on maps to identify climate zones.
The climate in the tropics has similarities and differences to that of the UK.

Water can be in a solid, liquid or gaseous state.
The water cycle is continuous it has been happening since the start of time.
Evaporation, condensation and precipitation are key aspects of the cycle.
Clouds are made when warm, moist air is forced to rise up, for example, when it meets a high mountain range.
As the water cycle is a closed system, there may be demand for water in areas where supply is low or unreliable.
Waste water needs to be cleaned before it is suitable for drinking.
There are different types of flooding.
Flooding can cause damage.

<p>The Prime Meridian passes through the Royal Observatory in Greenwich, London. The Prime Meridian is the line of longitude 0°E/W. It passes through 8 other countries.</p> <p>The world is separated into time zones.</p>	<p>Polluted water can affect plants and animals.</p> <p>More responsible disposal of litter, using less chemicals (for example by buying eco-friendly soaps and detergents), disposing of paints and oils can reduce water pollution.</p>
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Sticky Vocabulary

<p>Equator, Northern Hemisphere, Southern Hemisphere, co-ordinates. Latitude, longitude, Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica, Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate, Prime Meridian, Greenwich Meridian, Greenwich Mean Time, GMT, International Date Line, time zone, globe.</p>	<p>Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, Precipitation, evaporation, condensation, Filter, Flood, Pollution, Cumulonimbus clouds.</p>
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Skills

<p>Locational Knowledge Locate the world’s countries, using maps to focus on Europe (including Russia) and North/South America.</p> <p>Pupils can name and locate counties and cities of the UK</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.</p> <p>Human Geography Describe and understand key aspects of human geography, including: Types of settlement and land use.</p> <p>Physical Geography Describe/ understand key aspects of physical geography, including: Climate Zones, Rivers, mountains and volcanoes.</p> <p>Skills and Fieldwork Maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>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.</p>
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Year 5

How can extreme natural disasters affect the world?	Why are Rainforests so important to our planet?
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Overview

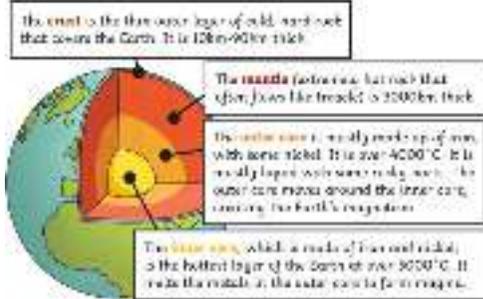
<p>This unit will teach the children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes.</p> <p>Through discussion and practical tasks, the children will learn about how and why these natural phenomena occur, and the ways in which they affect people and</p>	<p>In this Unit, the children will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare Sherwood Forest with the Amazon</p>
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the environment. They will become structural engineers where they will design and build their own structures to withstand an Earthquake. They will explore under the Earth's crust to understand why some of these natural disasters occur.

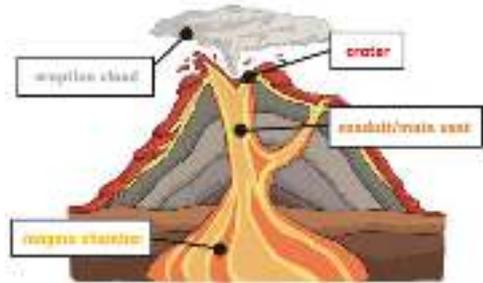
Rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.

Sticky Knowledge

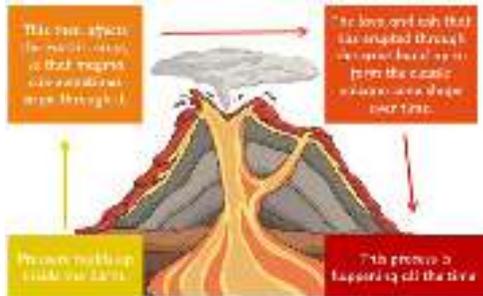
Name the layers that make up the Earth and some of their properties.



Name the key parts of a volcano.



Explain how a volcano is formed and describe what happens when a volcano erupts.



Categorise volcanoes as extinct, dormant or active.

Most volcanoes are located along the coast line of Japan, North America and South America, which is named "Ring of Fire".

Farming near a volcano can be really good, because the volcanic soil can produce very good crops.

The isolated slopes of volcanoes are good habitats for rare plants and animals.

Describe some risks and benefits of living near a volcano.

Rainforests are found in many countries, such as Brazil, Peru, Australia, Indonesia, Bolivia, Ecuador, Guyana, India, Malaysia, Mexico and Venezuela.

Tropical rainforests are located along the equator.

Tropical rainforests are located in the tropics of Cancer and Capricorn

There are no seasons in a rainforest – the climate is the same all year round.

Every month, a rainforest has an average rainfall of at least 6cm.

The Emergent Layer of a rainforest

Trees in this layer can be up to 60m tall.

Their trunks can be up to 5m in circumference.

They are usually broad-leaved, evergreen hardwood trees.

There is lots of sunlight up here, but it is also very cold and windy.

Many birds, monkeys, bats and butterflies live here.

The Canopy Layer of a rainforest

Trees in this layer form a roof over the plants below.

Trees in this layer usually have smooth, oval, pointed leaves.

There is lots of sunlight but also plenty of rain.

Many animals live in this layer as there is plenty of food.

These include snakes, toucans and tree frogs.

The Understory Layer of a rainforest

Trees in this layer rarely grow taller than 4m.

It is very warm and very humid here.

Many insects live in this layer.

Very little sunlight reaches this area, so the plants have to grow larger leaves to reach the sunlight that there is.

The Forest Floor of a rainforest

It is very dark here – almost no sunlight reaches this area.

Very few plants grow in this area.

Leaves and other debris decompose very quickly.

Animals such as gorillas, anteaters, leopards and tigers live here.

The Amazon is 5,500,000 square kilometres of rainforest, with parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana.

The Amazon Rainforest is home to about 2.5 million insect species, tens of

thousands of plant species, and over 2,000 species of birds and mammals.

Ash can destroy farm crops.
 Buildings can be destroyed by lava flow.
 Know to drop, cover and hold; stay calm; and stay put during an earthquake.
 Machines called seismographs measure the power of an earthquake at its epicentre on a scale called the Richter scale.
 Tectonic plates rub together and cause a sudden jolt, causing an earthquake.
 A tsunami is a giant wave caused by a huge earthquake under the ocean. The earthquake causes a large amount of water to be displaced very quickly, a series of waves travels through the deep water. As the waves travel through shallower water near the land, they get bigger.

Around 2 million tourists visit Amazon each year.
 Sherwood forest is 4.23 square kilometres of forest in Nottinghamshire, UK.
 The River Idle passes through it, before joining the River Trent.
 Home to the Major Oak, a tree between 800 and 1000 years old and thought to be Robin Hood's hideout.
 Sherwood Forest attracts over 500,000 visitors every year.

Sticky Vocabulary

Volcano, extinct, dormant, active, eruption, topsoil, bedrock, subsoil, crust, inner core, outer core, magma, mantle, tornado, earthquake, tectonic plates, tsunami.

latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, temperate deciduous forest, temperate coniferous forest, boreal forest, tropical rainforest, equator, weather, climate, deforestation, Amazon Rainforest, Sherwood Forest, Tropics of Cancer, Tropics of Capricorn, broad-leaved trees, evergreen hardwood trees, toucans, tree frogs, gorillas, anteaters, leopards, humid, decompose, Nottinghamshire, River Idle, Major Oak.

Skills

Locational Knowledge
 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circle.

Place Knowledge
 Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North/South America.

Human Geography
 Describe and understand 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.

Physical Geography
 Describe/understand key aspects of physical geography, including:
 Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Skills and Fieldwork
 Maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 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.
 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.

Year 6

Who participates in war?

Trade links, and the distribution of natural resources including energy, food, minerals and water.

Overview

Children to learn about the vast amount of countries involved in the Second World War. Students will explore the term 'World War,' and discover how almost every country in the world had seen some action during the conflict. Children will also explore the human aspect of war, looking into displacement and other social issues that contribute to the many effects of conflict. Students will also explore the social issues that led to the outbreak of war including; Socialism, Nazism, Communism, Capitalism and Appeasement.

In this unit, children will learn about the Triangular Trade Route. The class will explore the trade routes that enabled slavery and the prosperity of those who expanded their businesses and empires into the New World. Students will discover how and why slavery was introduced and maintained by a multitude of nations, how slaves were captured and sold in Africa and how what slaves produced was used in Europe.

Sticky Knowledge

The Allied powers fought against the Axis powers during WW2.

The main Allied Powers

Great Britain
France
Soviet Union
United States

Axis powers

Germany
Japan
Italy

The Commonwealth countries were also crucial to winning the war. These included Australia, Canada, and New Zealand. Countries in the British Empire at the time also fought on the same side. India had the largest volunteer army in history, fighting on different fronts in Africa, Europe, and Asia.

Nearly Two Million children were evacuated from their homes at the start of the Second World War. During this time, children had to have gas mask lessons and through evacuation, had live with strangers in completely new parts of the country. During the London bombings, from 1940 to 1941, 1 in 10 deaths were Children. During the first 3 days of the official evacuation, 1.5 million people were moved. Out of this number, 827,000 Children of school age were parted from their parents.

For over 400 years, Europeans enslaved millions of people from parts of West Africa, transporting them across the Atlantic Ocean in awful conditions. These people were sold into a life of unpaid work and cruelty in the Americas. This was known as the transatlantic slave trade: a brutal period of history that resulted in the deaths of millions of African people.

The Triangular Trade Route describes the three stages of the transatlantic slave trade during its most prolific period, between 1740 and 1810.

Ships travelled to Africa carrying goods such as cloth, guns and ironware. They were exchanged for men, women and children who had been forcibly taken from their villages to become slaves.

Throughout the middle passage across the ocean, people endured terrible conditions. The unsanitary, overcrowded and filthy ships spent months at sea. Many people died. When the ships arrived in the West Indies, their passengers were sold at auction to the highest bidder.

Thus, African people were bought and sold as if they were no more than an item in a shop. They were now enslaved people and were forced to work mercilessly on the plantations, growing crops with little chance of payment or freedom and labouring for long hours each day.

The third stage of the Triangular Trade Route involved the ships returning with goods grown on the plantations by the enslaved Africans. These goods (such as sugar, coffee and cotton) were then sold to the people of Britain and beyond, completing the triangle. The process would then begin again.

Sticky Vocabulary

Allies, Axis, Socialism, Communism, Blitz, Evacuation, Capitalism, Appeasement, Commonwealth, Empire, Military, Invasion, Displacement, Nazism

Slavery, Trade, Caribbean, African, Amenities, Sugar, Cotton, Plantation, Auction, Transatlantic, Exchange, New World, Commonwealth, Independence, Civil War, Freedom, Labour

Skills

Locational Knowledge

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circle.

Place Knowledge

Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North/South America.

Human Geography

Describe and understand 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.

Physical Geography

Describe/understand key aspects of physical geography, including:

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Skills and Fieldwork

Maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

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.