



Curriculum Handbook
Key Stage 1 and Key Stage 2
Geography

Curriculum Statement

INTENT

Geography is taught at Eynsham Community Primary School to inspire pupils to have a curiosity and fascination about the world. We aim to equip pupils with knowledge about diverse places and people around the world.

As a school on the outskirts of Oxford, we feel it is crucial that children gain a knowledge of how the human and physical Geography of our local city has changed throughout time. We do this so children have a better understanding of how our local area has developed over time. At Eynsham, we educate the children about how land use has changed throughout time within the local area, from its origins of the Abbey during Saxon times, to more recent times where the land around the school site was used for agriculture and pig farming. Links with Oxford and the importance of the river Thames are explicitly taught throughout the curriculum so children understand the importance of the human and physical geography within the local area.

With an understanding of their own locality, children go on to explore different cultures of people around the world and how their life differs to ours. Becoming culturally aware of other countries, their traditions and beliefs we feel will encourage a sense of curiosity around these areas which they will want to explore more of. Respect of other countries and appreciating that life in Eynsham is not the only way people live their lives in England and throughout the world. Whilst children will learn about poverty and the impact this can have on families, they will look at it in the local area as well as for other countries around the world.

Fieldwork is a skill which we want children to leave Eynsham with a solid understanding of. This includes having basic map reading skills and a confidence of how to use atlases to find new countries. They will then learn about how to link this to how land use has changed over time and the evidence of this through maps. Other key skills such as reading a map and using a compass effectively for numerous purposes such as orienteering are taught explicitly throughout the curriculum.

IMPLEMENTATION

Geography at Eynsham Primary school is taught for two hours a week to ensure learner's depth of knowledge and skills is sufficient. We aim to hook the pupils' interest through our learning being linked to real life examples such as fieldwork or real life experiences, for example how the local toll bridge has impacted on the trade crossing the local river. Real life experiences and hands on approaches to Geography are used regularly throughout teaching to ensure children are making links to their local area, how it is used, as well as the land use throughout the world.

While exploring these topics, children will be using geographical skills in every lesson to build and deeper their understanding of each topic. They will be given opportunities to use these in varied situations and ways to demonstrate their knowledge. To further extend our learners, open-ended questioning will allow children to become more independent learners, showcasing their skills and knowledge of the topic.

IMPACT

The Impact of Geography is that every child will have improved their cultural capital and geographical skills. They will be able to apply these skills within their everyday lives, making them more independent members of the local community. They have a sense of belonging within their community as well as understanding their place within the context of the country, continent as well as the wider world. Eynsham Primary School's website has a Geography page, demonstrating the different trips and experiences that the children will have gone on. The Newsletter will also include these opportunities that our children have. The profile of Geography around the school means each class, when learning about a Geography topic will have an engaging display board complete with key vocabulary, and a map of the area they are studying.

RECORDING

Geography in Eynsham is recorded in History and Geography books. We aim for there to be a lesson to be recorded every time it is taught. To support children's cross-curricular links, we aim for there to be an extended piece of writing for each topic, building on their English work. Children will be given the opportunity to build on their experiences through a variety of tasks that will allow them to show Geographical skills.

ASSESSMENT

Assessment in Geography is focused on the National Curriculum statements through Target Tracker. These will be assessed regularly at given assessment points. Children will have the opportunity to answer key concept questions on the KCVs in a verbal and written form, which will give teachers a good understanding of how well children have understood the chosen skill or concept. Teachers will also assess the children on their understanding of Geographical concepts and how well they can use fieldwork skills. This includes in upper Key Stage 2. To develop their independence and skills, they will also have the opportunity to self and peer assess against Learning objectives.

INCLUSION

Every lesson in Geography is aimed to be an inclusive one. We ensure that the work is differentiated for each individual child as to allow them to access the curriculum. Interactive lessons will allow our SEN children to retrieve information about the topic through being an active participant in the lesson. Fieldwork lessons will be broken down and become real life experiences and opportunities for children to appropriately engage and challenge themselves through all lessons. Children with particular passions such as flags or capital cities will have their area of interest included in the lessons as much as possible.

CULTURAL CAPITAL

To develop our children's Cultural Capital, we aim for the children to have a wide range of experiences. They will have the opportunity to partake in trips associated with current topics provide significant and relevant experiences. Focused Theme Days will be held, to immerse children in the area of learning or parts which are relevant to the learning – for example, learning about wildlife which lives in the rainforest during the 'rainforest' topic. These can also include drama activities to explore significant events. To further improve our children's opportunities, we will invite relevant people into school to provide first-hand experiences (where appropriate or possible).

A major part of the cultural capital for our school is that children get out, into the local community and understand the land within the community. Children exploring it, through mapwork and other fieldwork skills is such an important, real-life factors in their understanding of the area which they live and come to school in. Children being able to understand how land use within the local area has changed and necessity of it changing are such important factors in their learning. Children having the understanding of how Eynsham is directly affected by Oxford and going to visit it and complete fieldwork to further understand it will give them a wider understanding of life beyond the school gate.



Skills Progression

LOCATIONAL KNOWLEDGE						
FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p>	<p>Name and locate the World's seven continents and five oceans.</p> <p>Identify Africa on a World Map and use globes, atlases and maps confidently.</p> <p>Compare weather and seasons in the UK to that of a country in Africa.</p> <p>Name and locate the four countries in the UK and their capitals</p>	<p>Name and locate the World's seven continents and five oceans.</p>	<p>Locate the Amazon rainforest on a map and discuss its location in relation to countries and continents.</p> <p>Understand and implement longitude and latitude when using maps and atlases and be aware of the Northern/Southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and different time zones.</p>	<p>Have an understanding of farming and how food is produced and transported to our plates (food production).</p>	<p>Understand extreme weathers (hurricane, storms, drought) and how conditions change in different climates.</p>	<p>Understanding of how different hemispheres affect weathers and temperatures.</p> <p>Understand that location's time zones change due to latitude/ longitude and hemispheres.</p>

PLACE KNOWLEDGE

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Understanding of locations around the school and some important places in the community.</p>	<p>Identify and name the surrounding seas of the UK</p> <p>Compare Eynsham to a distant place/ settlement in Africa.</p>	<p>Discuss how an Antarctic climate is different to the local environment.</p>	<p>Discuss the environment during the Stone Age and how the land was used (farming with stone tools) in comparison to the Iron Age.</p> <p>Understand how the map of Europe has changed over time (layout of countries , capitals)</p> <p>Compare physical (biomes, rivers, climate zones) and human (settlements, land use) similarities and differences of the UK and the Amazon rainforest (South America)</p>	<p>Complete an area study of physical and human geography, of a region of a European country and compare it to Eynsham.</p>	<p>An understanding of how tourism can affect an area (human/physical factors).</p> <p>Understand how Oxford's land use has changed over time and discuss what has caused these changes.</p>	<p>A direct study between Brazil and our local area</p> <p>Compare the local area to an area in Brazil by physical features: climate zones, vegetation belts, biomes, rivers, mountains, volcanoes and earthquakes.</p> <p>Compare the local area to an area in Brazil by human features: population, economy, birth rates, life expectancy, types of settlements, land use.</p>

Skills Progression

HUMAN & PHYSICAL GEOGRAPHY						
FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Enriching and widening children's vocabulary in relation to physical geography: for example; types of weather and types of terrain.</p>	<p>Identify key landmarks and features on aerial photographs and devise their own maps using a key</p> <p>Discuss the physical and human changes of UK coastlines/beaches (E.g. more people, ocean pollution/ rubbish)</p> <p>To focus on key human and physical geographical features of a distant country in Africa.</p> <p>Discuss different weather patterns in the UK.</p>	<p>Discuss the human and physical differences of a small area in the UK and a distant, non-European place (cold climates).</p> <p>Discuss different types of animals/ wildlife that live in Antarctica.</p> <p>Identify weather patterns in cold climate in relation to its distance from the Equator.</p>	<p>How the Amazon Rainforest is changing due to both human and physical factors.</p>	<p>Explore different types of land use in the local area.</p> <p>Describe how humans used natural resources (energy, food, minerals and water) in different locations.</p> <p>Have an understanding of the water cycle and how this impacts on farming.</p>	<p>Describe physical features (mountains, lakes etc.) of an area and use maps (contours) to compare locations.</p> <p>Explain how the rotation of the Earth affects day/ night and seasons/ weathers.</p>	<p>Children will explore and learn information about the Mayan civilisation in the Americas and look at the land use amongst other practices of the civilisation.</p>

GEOGRAPHY SKILLS & FIELDWORK

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Beginning to create and draw their own imaginary maps.</p> <p>Going out into the community. Creating and using directions when out to support their vocabulary.</p>	<p>Use a map/atlas to identify each country in the UK and discuss the location of their local area/school</p> <p>Continue to use compasses and begin to explore in more detail (E.g. North East)</p> <p>Be confident using compasses and identify North, East, South and West.</p>	<p>Continue to use compasses and beginning to explore in more detail (E.g. North East) when comparing locations of countries/continents.</p> <p>Use a map/atlas to locate Antarctica.</p>	<p>Describe how humans used natural resources (energy, food, minerals and water) in the Stone/Iron Age and how things have changed (factories, farming and shops).</p>	<p>Sketch out a map of the local area and include a key/symbols.</p>	<p>Use fieldwork such as questionnaires, photographs and surveys to observe and explore the local area.</p> <p>Be confident using grid referencing (4/6 figures) when using maps to develop their knowledge of an area and Oxford.</p>	<p>Gain statistical knowledge of the World through fieldwork and digital mapping tools.</p>

Curriculum Overview

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1			Africa	Africa	The Seaside	The Seaside
2			Frozen Planet	Frozen Planet		
3			Amazing Amazon	Amazing Amazon		
4					From Field to Fork	From Field to Fork
5			Earth	Earth	On our Doorstep Oxford	On our Doorstep Oxford
6			Swept Away	Swept Away		



PRIOR LEARNING

Knowledge of contrasting environments (e.g. hot/cold)

Some knowledge of animal habitats

Knowledge of maps/The World

Knowledge of different animals (names, appearance, diet)

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following Geography knowledge and skills:

- Name and locate the World's seven continents.
- Name and locate the World's five Oceans
- Be confident using compasses and identify North, East, South and West.
- Identify Africa on a World Map and use globes, atlases and maps confidently.
- How the climate of Africa is affected by its position to the sun
- Compare the weather and seasons in the UK to that of a distant African place
- Compare Eynsham to a distant place or settlement in Africa.
- To focus on key human and physical Geographical features of a distant country in Africa.

SUBJECT SPECIFIC VOCABULARY 3

Equator

A line dividing the Earth into Northern and Southern Hemisphere.

Climate

The weather conditions of an area.

Atlas

A book that includes Maps and information on The World.

Culture

The traditions and behaviours of an area.

Continent

One of seven main areas of land in The World.

HIGH FREQUENCY VOCABULARY 2

Hot	Ocean	Rich	Town
Compass	Weather	Animals	Map
Country	Warm	Seasons	Poor

By the end of half term children will have gained the following History knowledge and skills:

- How settlements have developed over time
- The impact that Nelson Mandela had on equality and society

KEY CONCEPT QUESTIONS

How is Eynsham different to a distant town or village in an African country?

How does Africa's location affect its climate?

Can you name the major oceans?

Can you name the seven continents?

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Explore in discussions children's quality of life.

SPIRITUAL

Explore other beliefs and acceptance of others.

SMSC LINKS

IMPACT

Children know the seven continents and five major oceans. They can discuss and compare Africa to Eynsham.

Children can explain how settlements have changed over time.

YEAR 1 The Seaside

Knowledge of coastlines and beaches
Some knowledge of how things have changed over time
Knowledge of the UK and coastlines in the UK
Knowledge of basic physical features (cliffs, beaches)
Some knowledge of compass directions

KEY KNOWLEDGE & SKILLS

By the end of half term children will have gained the following Geography knowledge and skills:

- Name and locate the four countries in the UK and their capitals
- Use a map/atlas to identify each country in the UK and discuss the location of their local area/school
- Identify and name the surrounding seas of the UK
- Discuss the physical and human changes of UK coastlines/beaches (E.g. more people, ocean pollution/rubbish)
- Discuss different weather patterns in the UK
- Identify key landmarks and features on aerial photographs and devise their own maps using a key

By the end of half term children will have gained the following History knowledge and skills:

- Compare Bournemouth's coastline now to in Victorian times.
- Analyse how weather patterns have changed

SUBJECT SPECIFIC VOCABULARY 3

Capital

The main area/city in a country where most of the population live.

Coastline

The area of land along the sea.

(Map) Key

A table that explains different symbols on a map.

Aerial photograph

A photograph that looks down onto the land taken by a flying object (aeroplane, drone etc.)

Pollution

Harmful contaminates that cause damage to the environment.

Population

The amount of people that live in area.

HIGH FREQUENCY VOCABULARY 2

Beach	Photograph	Victorian
Country	Map	Seaside
Ocean	City	Sand
Compass	Town	UK
Weather	Village	Cliff

KEY CONCEPT QUESTIONS

How has Bournemouth's coastline changed over time?

Which four countries make up the UK?

What are the human features of British coastlines?

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Discuss our responsibilities in relation to climate change.

CULTURAL

Explore how cultures have changed in the UK.

SMSC LINKS

IMPACT

Know the make up of the UK and the human and physical features of our coastlines.
Compare a coastline and its weather in Victorian times to present

YEAR 2 Frozen Planet

PRIOR LEARNING

- Knowledge of weather and varying climates
- Some knowledge of climate change/ pollution
- Knowledge of different continents and world maps
- Knowledge of Arctic animals
- Some knowledge of compass directions

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- Continue to use compasses and beginning to explore in more detail (E.g. North East) when comparing locations of countries/continents.
- Explain where Antarctica is located compared to Britain.
- Identify weather patterns in cold climate in relation to the distance from the equator.
- Discuss the human and physical differences of an Inuit community and the UK.
- Discuss how an Antarctic climate is different to the local environment.
- Understand why a polar bear and penguin will never meet
- Adaptations in order to live in the polar regions

HIGH FREQUENCY VOCABULARY 2

Countries	Ice	Climate change
Pollution	Cold	Melting
Continent	Atlas	Compass
Map	Globe	Distant

KEY CONCEPT QUESTIONS

Why has the weather changed in polar regions over time?

What is the weather like in the polar regions and how does it differ to the weather in our local area?

Where is the equator and where are the polar regions?

What are the animals like that live in polar regions?

By the end of the term children will have gained the following History knowledge and skills:

- Who Ernest Shackleton was and his significance in exploring the Antarctic
- Compare glaciers in the ice age, 100 years ago and now.

SUBJECT SPECIFIC VOCABULARY 3

Antarctica

A polar region around the South Pole

Uninhabitable

A place that is not suitable to live in

Polar Region

An area that surrounds the Earth's poles

Predator

An animal that naturally preys on others

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Discuss our responsibilities in relation to climate change.

SMSC LINKS

IMPACT

To understand how Antarctica's position in relation to the equator affects its seasons and weather patterns.
How the polar regions have changed over time, as well as Ernest Shackleton's discovery of the Antarctic

PRIOR LEARNING

- Understand weather patterns vary depending on distance from equator
- Able to identify differences between an area in the UK and a non-European area
- Knowledge of different continents, oceans and world maps using geographical resources (maps, atlases)
- Exploring animals and their habitats in relation to different areas and climates
- Using basic vocabulary to describe key human (city, town etc.) and physical (beach, cliff etc.) features

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Geography knowledge and skills:

- Understand longitude and latitude when using maps and atlases
- Understand the hemispheres, tropics and Arctic/Antarctic circles
- Locate the Amazon rainforest on a map
- Discuss the Amazon's location in relation to countries and continents.
- Understand what a biome is
- Discuss the physical features of the Amazon Rainforest (Biomes, rivers, climate zones)
- Discuss the human features of the Amazon rainforest (settlements, land use)

HIGH FREQUENCY VOCABULARY

Rainforest	Atlas	Continents
Atlas	Equator	Habitat
Compass	Climate change	
River		

KEY CONCEPT QUESTIONS

Where are the tropics?

What impact is deforestation having on the Amazon rainforest?

What is the weather like in the Amazon rainforest and how does it differ to the weather in our local area?

What can you tell me about which biome the Amazon rainforest is in?

By the end of the term children will have gained the following History knowledge and skills:

- How the Amazon rainforest has changed over time
- Analysing artefacts from tribes which live in the Amazon

IMPACT

Children know and understand the terms longitude, latitude, hemisphere and tropics and how we can use these to describe the location of places.

How the Amazon rainforest has changed through time as a result of deforestation.

SUBJECT SPECIFIC VOCABULARY 3

Climate zone

Areas of the Earth according to average temperatures and average rainfall.

Biome

A large community of plants and animals that occupy an area (e.g. forest).

Settlement

A place where people make an area suitable to live in.

Hemisphere

Half of the Earth that is divided into Northern and Southern.

Land use

How land is managed (e.g. farms, villages).

Deforestation

Where a large area is cleared of trees.

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Discuss our responsibilities in relation to climate change.

CULTURAL

Discussion about varying cultures and how life may change between two places.

SMSC LINKS

YEAR 4 From Field to Fork

PRIOR LEARNING

- Understanding of the World map and the seven continents/five oceans using geographical resources
- Knowledge of farming and natural resources
- Knowledge of how to use a compass up to eight points
- An understanding of contrasting areas in the UK compared to Europe and North/South America

KEY KNOWLEDGE & SKILLS

By the end of the half term children will have gained the following Geography knowledge and skills:

- Using four figure grid referencing.
- Sketch out a map of the local area including a key/symbols.
- Explore different types of land use of Eynsham.
- Have an understanding of farming and where our food comes from.
- Understand the water cycle and how this impacts on farming.
- Describe how humans used natural resources (energy, food, minerals and water) in different locations.

- Complete an area study Athens including studing:
- Landscape
- Economy
- Climate
- Community

HIGH FREQUENCY VOCABULARY 2

Europe North/South America Continents	Land use Settlement Natural resources	Farming Maps Compass
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KEY CONCEPT QUESTIONS

What can a map tell you about your local area?

What do you know about the water cycle and the impact on farming?

How has farming techniques changed through time?

By the end of the half term children will have gained the following History knowledge and skills:

- Compare farming techniques throughout History (comparison to Stone age, Egyptians)

SUBJECT SPECIFIC VOCABULARY 3

Grid reference

A way to find a location on a map using numbers and letters.

Food production

How the food we eat is grown, transported and prepared.

Water cycle

The cycle by which water circulates between the earth's oceans, atmosphere, and land.

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Discuss our responsibilities in relation to climate change.

SPIRITUAL

Exploring different diets and how farming affects what people eat (religions, vegetarians).

CULTURAL

Discuss how cultures have changed over time and what is similar.

SMSC LINKS

IMPACT

An understanding of where thier food comes from and the impact of the water cycle and natural resources on farming.
How farming has developed through time.

PRIOR LEARNING

Understanding of the World map and the seven continents/five oceans using geographical resources, compass points and grid references
 Knowledge of physical geography of a place (mountains, volcanoes etc.)
 Knowledge of different hemispheres and tropics.
 An understanding that different places have different physical features. Knowledge of the different planets and how seasons change

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Geography knowledge and skills:

- Locate countries around the world, using an atlas.
- Understand time zones, including Greenwich Meridian
- Describe physical features (mountains, lakes etc.) of an area in North America
- Describe the human features monuments, dams etc) of an area of North America
- Understand what contour lines represent on a map.
- Compare human and physical features of a location in North America to an area in the UK.
- Understand extreme weathers (hurricane, storms, drought) and how conditions change in different climates.

HIGH FREQUENCY VOCABULARY

Europe	Volcano	Weather
North/South	Mountain	Seasons
America	Grid reference	
United Kingdom	Climate	

KEY CONCEPT QUESTIONS

Can you compare an area in the UK to a different place (North America) by describing the physical features?

What causes an earthquake?

What do contour lines show on a map?

How do communities protect themselves against natural disasters?

By the end of the term children will have gained the following History knowledge and skills:

- Understand why the 1906 earthquake in San Francisco caused so much damage.
- Understand how advances in technology supported saving lives in the 1986 San Francisco earthquake

SUBJECT SPECIFIC VOCABULARY 3

Contours
 Lines on a map that show the shape of the land surface.

Earthquake
 Violent shaking of the ground that is usually caused by movement in the earth's crust/volcanic eruption.

Epicentre
 The surface point directly above where an earthquake starts

Magnitude
 The measurement of how strong an earthquake is

Richter scale

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Discuss our responsibilities in relation to climate

SMSC LINKS

IMPACT

Understand the human and physical features of the world around us and develop their knowledge of maps and atlases and how to use them accurately.

How technology has changed over time to help preserve life in natural disasters

PRIOR LEARNING

Understanding of counties, cities and capitals in the UK
 Knowledge of their local area and the physical/human features
 An understanding of different types of land use
 Experience of using maps to explore different areas of the UK

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Geography knowledge and skills:

- Locate Oxford on a map and describe its position in the UK using the eight points of a compass.
- Develop understanding of Ordnance Survey maps including map symbols and keys.
- Be confident using six figure grid referencing (6 figures) when using maps to develop knowledge of Oxford.
- Use fieldwork such as questionnaires, photographs and surveys to observe and explore the local village and city.
- Compare the results of survey in our local village to one carried out in our local city using graphs to represent the data.
- An understanding of how tourism can affect an area (human/physical factors).

HIGH FREQUENCY VOCABULARY 2

United Kingdom	Map	Capital
Oxford	Grid reference	County
City	Fieldwork	
	Symbol (map)	

KEY CONCEPT QUESTIONS

Can you talk about land use in Oxford?

How does tourism impact the area of Oxford?

Can you show me Oxford on a map and talk about the features?

Can you use fieldwork to explore the area of Oxford?

By the end of the term children will have gained the following History knowledge and skills:

- Understand how Oxford's land use has changed over time and discuss what has caused these changes.
- Use a range of sources to explain how Oxford has changed over time.

SUBJECT SPECIFIC VOCABULARY 3

Ordnance survey
 A detailed map of an area that is produced by the Government.

Tourism
 When people travel and visit places for fun and enjoyment.

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

CULTURAL

Explore how cultures may have changed over time.

SMSC LINKS

IMPACT

To develop fieldwork skills and apply them to enhance our knowledge of our local area. Understand the impact that tourism can have on an area.

Explain how an area has changed and developed over time using a range of sources.

PRIOR LEARNING

- Understanding of counties, cities and capitals in the UK
- Knowledge of their local area and the physical/human features
- An understanding of longitude and latitude, hemispheres and tropics.
- Experience of fieldwork and using maps to explore different/contrasting areas

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following Geography knowledge and skills:

- Use digital mapping to locate Brazil on a map and compare it the UK's location.
- Compare the local area to an area in Brazil by physical features:
 - Climate zones
 - Vegetation belts
 - Rivers
- Compare the local area to an area in Brazil by human features:
 - Population
 - Economy
 - Life expectancy
- Understanding of how different hemispheres affect weathers and temperatures.

By the end of the term children will have gained the following History knowledge and skills:

- Children will explore and learn information about the Mayan civilisation in the Americas and look at the land use.
- Compare the Mayan civilisation to the Ancient Egyptians

HIGH FREQUENCY VOCABULARY 2

Longitude	Digital mapping	Capital
Latitude	Continents	Climate
Hemisphere	Island	
Equator	Symbol (map)	

What human and physical features can you explore when comparing two locations?

KEY CONCEPT QUESTIONS

How do digital mapping programmes help to locate countries and describe features?

How would an adults life change, if they moved from Eynsham to Brazil?

What similarities are there between the Mayan and Egyptian civilisations?

IMPACT

An understanding of a South American Country, and how it compares to the country they live in.

An understanding of the Mayan culture and comparing them to another ancient civilisation

SUBJECT SPECIFIC VOCABULARY 3

Biome

A large ecological area on the earth's surface, with animals and plants adapting to their environment depending on temperature, climate and geology of an area.

Hemisphere

Where the World is divided into two (Northern and Southern) by the equator.

Vegetation Belt

How different types of vegetation are distinguished into different areas.

SOCIAL

Working collaboratively when sharing resources and knowledge in research.

MORAL

Does the way we treat people affect who they are?

SPIRITUAL

Exploring other beliefs and being respectful.

CULTURAL

Explore how cultures changes in relation to where they are.

SMSC LINKS



