

Humanities Curriculum Map.

Early Years		
Autumn	Spring	Summer
<p>Where do I come from? What makes me special? Children to bring in a shoe box of things that represent them. <i>Discuss things they like and their family.</i> How am I similar or different from my friends? Compare shoebox items with other children as part of a gallery. <i>Discuss things they like and their family.</i> What can I find out from someone else? Ask a parent to come in to school to be interviewed by the children. Ask questions to find out what they do and how they came to Kentish Town. <i>Discuss things they like and their family.</i> How did I come to Kentish Town School? As home learning, children to ask similar questions to a parent or carer at home to find out how their family arrived in Kentish Town. <i>Discuss things they like and their family.</i> What's happened before now? Order some events in children's lives in a shared timeline. <i>Discuss things they like and their family.</i></p>	<p>How can I describe my local area? What's near our school? Visit local landmarks such as library, tube station, garden centre and the Co-op <i>Discuss things they like and their family.</i> Why are these things there? <i>Discuss things they like and their family.</i> Who lives in my local area? Visitors such as police, librarian, fruit stall holder <i>Discuss things they like and their family.</i> How can I show what is in our local area? Make a map of the places visited. <i>Discuss things they like and their family.</i> What have humans put here and what was here already? Visit the Heath – go to different locations and explore human and physical features. <i>Discuss things they like and their family.</i></p>	<p>What's the world like? Where do we live and what's the weather like here? Find on globe and on map. Look at pictures of weather – track weather. <i>Discuss things they like and their family.</i> Where are the hot places? Where are the cold places? Equator and poles. <i>Discuss things they like and their family.</i> Where have our families come from? Places different locations on the map that are relevant to children's lives. <i>Discuss things they like and their family.</i> How could I get to different places in the world? Map a route from UK to a different country. Explore modes of travel. <i>Discuss things they like and their family.</i> How was transport different for our grandparents? <i>Discuss things they like and their family.</i></p>

Year 1

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>What makes me and my community special?</u></p> <p>What's special about my family? <i>Discuss things they like and their family.</i></p> <p>How long ago did things happen? <i>Discuss things they like and their family.</i></p> <p>How has School changed over the past decade? <i>Discuss things they like and their family.</i></p> <p>How has Kentish Town changed over the past decade? <i>Discuss things they like and their family.</i></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><u>What's my local area like?</u></p> <p>What are the human and physical characteristics of our school? <i>Discuss things they like and their family.</i></p> <p>How can I use an aerial photograph to find my way around? <i>Discuss things they like and their family.</i></p> <p>How are some local landscapes different from each other? <i>Discuss things they like and their family.</i></p> <p>How can I use a map to help find my way around the playground? <i>Discuss things they like and their family.</i></p> <p>How can I draw a map to help someone else find their way around the playground? <i>Discuss things they like and their family.</i></p> <p>Use near / far, left / right etc to explain where things are in the classroom and local area.</p> <p>Use an aerial photo of a familiar place to create a simple map with a key.</p> <p>Identify the human and physical characteristics of our School.</p> <p>Find different types of landscapes in School or in a park / playground and talk about how they are different.</p> <p>Create maps of playground</p> <p>Talk about the surrounding area of the school. Where are the different locations and what are they used for?</p>	<p><u>How have the things we use changed over time?</u></p> <p>What are my things made of? <i>Discuss things they like and their family.</i></p> <p>What did toys look like in the past? <i>Discuss things they like and their family.</i></p> <p>What did clothes look like in the past? <i>Discuss things they like and their family.</i></p> <p>What did buildings look like in the past? <i>Discuss things they like and their family.</i></p> <p>Have our things improved? <i>Discuss things they like and their family.</i></p> <p>significant historical events, people and places in their own locality.</p>	<p><u>How does the weather work?</u></p> <p>What different weather types are there? <i>Discuss things they like and their family.</i></p> <p>How can we measure the weather? <i>Discuss things they like and their family.</i></p> <p>What's the weather usually like in the UK? <i>Discuss things they like and their family.</i></p> <p>What's the best type of weather? (problems of too much rain / sun etc.) <i>Discuss things they like and their family.</i></p> <p>What's the weather like around the world? <i>Discuss things they like and their family.</i></p> <p>Start to explore how places might change over time—seasonal change</p> <p>- Understand the Water cycle and key vocabulary (Science)</p> <p>name, locate and identify the four countries of the UK.</p> <p>Compare the weather and seasonal patterns of the UK.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><u>What can stories tell us?</u></p> <p>How can we learn about life long ago from a story?</p> <p>Listen and respond to someone telling a story about their own life</p> <p>Start to think about how we find out about the past from stories and other sources.</p>	<p><u>How is life different in Bangladesh?</u></p> <p>What is the landscape of Bangladesh like? Is it the UK or is it Bangladesh? <i>Discuss things they like and their family.</i></p> <p>What food and clothing comes from Bangladesh? <i>Discuss things they like and their family.</i></p> <p>What is a flood? <i>Discuss things they like and their family.</i></p> <p>How have people adapted to living in a flood plain? <i>Discuss things they like and their family.</i></p> <p>Understand geographical similarities and differences through studying buildings and landscapes eg London and houses in Bangladesh.</p> <p>Understand how farming differs between locations around the world eg the UK, Bangladeshi rice paddy fields and S. American mountain farming.</p> <p>Compare the weather and seasonal patterns of the UK and Bangladesh in relation to their geographical position.</p> <p>use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied surrounding Bangladesh.</p>

Year 2

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>How has medicine changed over time?</u></p> <p>Why was Imhotep so special? Discuss things they like and their family.</p> <p>What challenges did Mary Seacole face? Discuss things they like and their family.</p> <p>How did Florence Nightingale help people? Discuss things they like and their family.</p> <p>How was Mary Seacole and Florence Nightingale's medicine different? Discuss things they like and their family.</p> <p>What do you need to be a good doctor or nurse? Discuss things they like and their family.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><u>What can I learn about the world from a map and a globe?</u></p> <p>What is a globe? How are the seven continents different? Discuss things they like and their family.</p> <p>Where's hot and where's cold? + Where's dry and where's rainy? Discuss things they like and their family.</p> <p>What routes can I take to see the whole of the world? Discuss things they like and their family.</p> <p>How could Mary Seacole have travelled where she did? Discuss things they like and their family.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>European countries**</p>	<p><u>How and why were people's experiences different during the Great Fire of London?</u></p> <p>What was the Great Fire of London? Discuss things they like and their family.</p> <p>What can we learn from a diary? Discuss things they like and their family.</p> <p>How did the Great Fire change London? Discuss things they like and their family.</p> <p>Who was living in London at the time? Discuss things they like and their family.</p> <p>Who found it easiest to recover from the fire? Discuss things they like and their family.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>significant historical events, people and places in their own locality.</p>	<p><u>What can a map tell me about the United Kingdom?</u></p> <p>Where are the different countries and seas in and around the UK? Discuss things they like and their family.</p> <p>What do the different maps tell me about the UK? Discuss things they like and their family.</p> <p>How can I use a road map to find my way around the UK? Discuss things they like and their family.</p> <p>Which places are good for what in the UK? Discuss things they like and their family.</p> <p>How is Broadstairs different from London? Discuss things they like and their family.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Human Features vocabulary</p> <p>Mapping London</p>	<p><u>How has exploring changed over time?</u></p> <p>Who was Mae Jemison and why was she important? Discuss things they like and their family.</p> <p>Who was Amelia Earhart and why was she important? Discuss things they like and their family.</p> <p>How has aircraft changed over time? Discuss things they like and their family.</p> <p>Do we have the right to explore in someone else's home? Discuss things they like and their family.</p> <p>What is good exploration? Discuss things they like and their family.</p>	<p><u>How is life different in Kenya?</u></p> <p>Where in the world is Kenya? Discuss things they like and their family.</p> <p>What are the human and physical features of Kenya? Discuss things they like and their family.</p> <p>How can we track the weather in two locations? Discuss things they like and their family.</p> <p>What jobs do people do in Kenya? Discuss things they like and their family.</p> <p>What would we find in Nairobi National Park and Hampstead Heath? Are they the same or different? Discuss things they like and their family.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya)</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage-Kenya.</p> <p>identify seasonal and daily weather patterns in Kenya.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Physical Features vocabulary</p>

Year 3

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>How did life change in Britain from the Stone Age to the Iron Age?</u></p> <p>What can we make from the things that we find? Discuss things they like and their family.</p> <p>How did the way we gather food change? Discuss things they like and their family.</p> <p>What were the advantages and disadvantages of bronze? Discuss things they like and their family.</p> <p>What can we learn from a grave in Amesbury? Discuss things they like and their family.</p> <p>What were the advantages and disadvantages of iron? Discuss things they like and their family.</p> <p>changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Is Fair Trade good for everyone?</u></p> <p>What is trade? Discuss things they like and their family.</p> <p>Which countries do England trade with? Discuss things they like and their family.</p> <p>How does my chocolate get to me? Discuss things they like and their family.</p> <p>What is unfair trade? Discuss things they like and their family.</p> <p>What rules should be in place to keep trade fair? Discuss things they like and their family.</p> <p>Name countries outside of Europe and identifying their major cities. - Name and locate the cities within the UK</p> <p>Understand why there are similarities and differences between places</p> <p>Develop an awareness of how places relate to one another</p> <p>Identify physical and human features of Egypt and compare to the UK</p> <p>Understand and describe weather patterns of the UK and compare with Egypt</p> <p>Identify key aspects of industry in an area outside of the EU (eg Farming in India/ Caribbean) and make comparisons with the UK-Why do we import food?</p> <p>Understand the concept of fair-trade and its impact on society</p>	<p><u>Why did the Ancient Egyptians last for such a long time?</u></p> <p>Why were The Egyptians so good at farming and trading? Discuss things they like and their family.</p> <p>How did the Ancient Egyptians communicate? Discuss things they like and their family.</p> <p>What made Egypt strong? Discuss things they like and their family.</p> <p>How did Egyptians remember the past? Discuss things they like and their family.</p> <p>How was Egyptian life different from life in the UK? Discuss things they like and their family.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following</p>	<p><u>How do biomes affect the way we live?</u></p> <p>What is a biome? (landscape, flora / fauna, climate) Discuss things they like and their family.</p> <p>What do we find in different biomes? Discuss things they like and their family.</p> <p>Which biomes are easy to live in? Discuss things they like and their family.</p> <p>How can we adapt to live in different biomes? Discuss things they like and their family.</p> <p>Is our biome changing? Discuss things they like and their family.</p> <p>Vegetation belts Rivers (Nile and Amazon)</p> <p>Understand why there are similarities and differences between places - Develop an awareness of how places relate to one another</p> <p>Use maps to locate the River Nile, Congo and Amazon and areas surrounding it (Google maps)</p> <p>Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this?</p> <p>Human impact on the environment and how we can change this.</p> <p>Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts countries</p>	<p><u>What can we learn from the Aztecs?</u></p> <p>Where and when were the Aztecs? Discuss things they like and their family.</p> <p>What were the Aztec settlements like? Discuss things they like and their family.</p> <p>What made Aztec farming special? Discuss things they like and their family.</p> <p>How did the Aztecs worship their gods? Discuss things they like and their family.</p> <p>Why aren't the Aztecs here today? Discuss things they like and their family.</p> <p>a non-European society that provides contrasts with British history – one study chosen From Aztec civilizations c. AD 900</p>	<p><u>What makes Brazil special?</u></p> <p>Where is Brazil and what are some topographical features of Brazil? Discuss things they like and their family.</p> <p>How can I use a map to find out about Brazil? Discuss things they like and their family.</p> <p>What is diversity? Discuss things they like and their family.</p> <p>Who does the rainforest belong to? Discuss things they like and their family.</p> <p>Should rainforest tribes own mobile phones? Discuss things they like and their family.</p> <p>What similarities are there between the UK and Brazil? Discuss things they like and their family.</p> <p>Knowledge questions about Brazil - Use maps to identify Brazil's neighbouring countries</p> <p>Identify the key topographical features of Brazil.</p> <p>Recognise the shape of different countries.</p> <p>Know the location of European countries with a high population</p> <p>Use human and physical geography to understand why there are similarities and differences between the UK and Brazil</p> <p>- Use research and map skills to find the answer to geographical knowledge questions about Brazil - Use maps to identify Brazil's neighbouring</p> <p>Use research and map skills to find the answer to geographical knowledge questions about Brazil</p> <p>Compare Brazil and UK</p>

Year 4

Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>How did the Roman Empire impact Britain? The founding of Rome: truth or myth? <i>Differentiated class task</i> Why was Rome so successful? (governorship and Pax Romana) Compare a Roman and a Celt Who were some influential Romans? What was a Roman Emperor? How were the Romans and the Britons different? Look at a Celtic settlement and a Roman settlement. Compare Why do we remember Boudicca? <i>Differentiated class task</i></p> <p>The Roman Empire and its impact on Britain</p>	<p>Why does the Earth sometimes move? What's under our feet? (layers of earth) <i>Differentiated class task</i> How and why does the earth move sometimes? What happens if we dug down really far? What happens when the earth moves? (earthquakes and tsunamis) Look at pictures of floods. Discuss how these affect people. What happens when the earth moves? (mountains and volcanoes) Describe the features of volcanoes and earthquakes. How were the Romans in Pompeii affected by a volcanic eruption? <i>Differentiated class task</i></p> <p>Focus on Volcanoes, mountains and Earthquakes and their formation including their impact on human settlement</p> <p>Natural disasters in relation to volcanoes, earthquakes and tsunamis.</p> <p>Build physical geography vocabulary; tectonic, periods of time, Earth's crust</p> <p>Ask and respond to geographical questions - why the landscape like this is? What do you think has made it like this?</p> <p>Locate the Ring of Fire and other major volcanoes on a map.</p>	<p>Who came and went during the Dark Ages? Who were the Anglo-Saxons and why were they in Britain? Explore why people came and stayed in Britain (space / fertile) How was an Anglo-Saxon different from a Viking? (religion, way of life) Picture of an A/S and a V. What's the difference? Where did the Vikings go and what did they do when they got there? Look at Viking battle-wear. How is it different from a modern soldier? Why do we still have Viking and Anglo-Saxon place names? Look at map of Anglo-Saxon London. Compare with modern map. How did the Anglo-Saxon and Viking Age come to an end? Look at artefacts found at Battle in Sussex. What do they tell us happened there?</p> <p>Bonus question: Why was it called a dark age?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the</p>	<p>Questions: Why is London like it is? What shape is the UK? Countries of UK. What's in the UK? Label things that they know on a map of Kentish Town and of London. How has London changed? Look at old and recent photos of Kentish Town. How have they changed? What are the natural and human features of London? <i>Differentiated class task.</i> What is London used for and how can we find out? (2 sessions) Look at shops on high street. What do they sell?</p> <p>N.C. Objectives explored: Locational knowledge of the UK</p> <p>Human and physical characteristics</p> <p>Describe the human features London (social, economic and environmental) - Understand the effect of landscape features of the development of an area - Describe how people have been affected by the changes in their environment</p> <p>Plan the steps and strategies for a geography led enquiry</p>	<p>What was the impact that the Tudors had on today's world? What is a dynasty and how did this one take charge? Look at the current royal family family tree. What was life like for a Tudor person Look at drawings of Tudor England. Find things that are different. How did the Church of England form? Look at a rich and poor Tudor. What's the difference? Why did the Tudors explore the world? What would happen if someone came to invade England? What did the Tudors leave behind? Look at Tudor artefacts. What do we use today instead?</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Why are maps useful? What are the different continents? Countries of UK – match with pictures Which way are we going? Find north and south of playground How far away are different places? Read map of School – find different places. How can I find my way around a map? Make a map of classroom with a key What information needs to go on a map? Add to a half-made map of the playground. Where is Broadstairs from London? Look at road map of South East England. Track route to Broadstairs. Find different routes.</p> <p>Recognise the shapes of continents</p> <p>Measure straight line distances using appropriate scales</p> <p>Explore features of OS maps using six-figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Use four figure grid references and use an 8-point compass</p> <p>Latitude and longitude, tropics, equator, northern / southern hemisphere</p>

		Confessor			
Year 5					
Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p><u>What happened to the African empires?</u> Where was Benin? <i>Differentiated class task</i> What was the culture of Benin like? <i>Look at pictures of Benin. Compare with modern day Benin.</i> How did people in Benin live? <i>Differentiated class task</i> How were the Benin Bronzes made? <i>Differentiated class task</i> Should the Benin Bronzes be returned? <i>Differentiated class task</i></p> <p>a non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300.</p>	<p><i>Must be taught at the same time or after Earth and Space in Science</i> <u>Why is it midnight in Australia?</u> Why is the sun useful? <i>Differentiated class task</i> What is a time zone? <i>Explore equator and the poles. Where is hot where is cold?</i> How can I locate locations around the world? <i>Look at pictures of various countries around the world. Match to places on a map.</i> What are the characteristics of different lines of latitude? <i>How far away are different countries? What mode of transport would you use to get there?</i> Why was it difficult to measure longitude? <i>Explore different types of boat (ship, cruise ship, ferry, narrow boat, river boat)</i></p> <p>The Globe and Time Zones.</p> <p>Name countries below the equator and identify the position and significance of latitude, longitude, equator, Tropics of Cancer and Capricorn and Prime time zones. (covered in maths)</p> <p>Have a good understanding of a wide range of Geographical terms and their meaning such as: climate zones, vegetation belts, biomes etc</p> <p>Locational knowledge of the world</p>	<p><u>Was the Industrial Revolution good for everyone?</u> What do we mean by the Industrial Revolution? <i>Compare factories to small shops.</i> Who had an answer to the problem? <i>Compare modern factory to IR factory.</i> Who worked in the mills and the mines? <i>Explore what mines were for.</i> Where did the cotton for the mills come from? <i>Differentiated class task</i></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Turning Point</p>	<p><u>How did the Industrial Revolution shape where people live and work?</u> Where were the key UK places in the IR? Why were they there? (1) <i>Identify capital cities and countries of the UK. Match with pictures.</i> Where were the key UK places in the IR? Why were they there? (2) <i>Identify seas and nearby countries of the UK</i> How did the IR change where people lived? <i>Look at a satellite picture of the UK. Where are the big cities? Why are they there?</i> What problems did Industrial Revolution raise and who had solutions? <i>What are the good and bad things about factories? Where did the cotton come from? Who worked in the factories?</i> Do we think the Industrial Revolution was a good thing? <i>Sort good and bad things about the IR</i></p> <p>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</p> <p>6-figure grid work</p> <p>8 points of a compass</p>	<p><u>How and why has Kentish Town changed?</u> Local History Study Why did two boys from our school get taken to the police station? <i>Look at photo of school from past and present. How has this changed?</i> What was it like at our school (1849 – 1901)? <i>What are the rules now and what were the rules then?</i> Why did the railways take part of our playground? <i>How has the map of School changed?</i> Why did some people shelter in the Tube – and where were the children? <i>Differentiated class task</i> Who went to KTPS? <i>Differentiated class task</i></p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><u>What is Kentish Town like now?</u> How has our area changed? <i>What things are in our local area</i> How can I show the lay of the land as a map? <i>What are the human and physical features of Kentish Town / the Heath?</i> What is meant by Geographical data and how can we collect it? <i>What sort of vehicles pass along Kentish Town High Street?</i> How can I present my findings from my research to others? <i>Put findings in a table and share with the rest of the class.</i></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Year 6					
Autumn		Spring		Summer	
1 st	2 nd	1 st	2 nd	1 st	2 nd
<p>How did ideas spread in the early Islamic world? What do humans need to survive in the desert? What are the basic human necessities? Which historical sources can we trust? Look at a range of sources from the past (could be of Kentish Town). Which tells us the most about it? Why was Baghdad built where and when it was? Differentiated class task – why is the river useful? What can we learn about the residents of Baghdad from the things they bought and sold? Look at a weapon, a book and a piece of jewellery. What sort of person might have owned these? What can we learn from a person’s journey? Differentiated class task – what things did he have? What does that tell us about him?</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</p>	<p>Where in the World? How can I find out where a country is in the world? Look at world map and identify familiar countries. What is a continent and what’s the difference between them? Differentiated class activity How are the hemispheres different? Find out what the landscape and wildlife is like in the previously explored countries. How do the polar regions change throughout the year? What’s it like in the Arctic and Antarctic? How is Bolivia different from the UK? What’s it like near the equator? How can I find out about a country? Choose a different country to learn about. Find out about the landscape, wildlife, language and popular foods from there.</p> <p>Name countries and identifying the significance of the northern/Southern hemisphere, the Arctic and Antarctic circle</p> <p>Develop an understanding of world’s different countries and their locations in relation to the UK, using maps, atlases, globes and digital computer mapping</p> <p>Use human and physical geography to make wider comparisons between the EU, UK and places in North/South America</p>	<p>Why do we still learn about Ancient Greece in the Twenty-First Century? Where and when was Ancient Greece? Differentiated class activity What can Greek artefacts tell us about Ancient Greece? Differentiated class activity. Focus on same and different. What can we learn about Greece from a myth? Listen and respond to a Greek myth What made Alexander the Great great? Explore how Greeks travelled. How is this different from us? Where can I find the legacy of Ancient Greece in today’s world? Sort Greek pictures from English pictures.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>How does water impact our lives? How do rivers work? Learn about how when it rains, rivers are created that lead to the sea. Look at river map. Track routes. What do we use rivers and oceans for? What do people use the sea for? How are Greece and the UK geographically different and similar? Look at pictures of Greece and London. How are they different? What is erosion? Explore human and physical features of Greece How is climate change affecting water cycles? Explore how we can help the environment.</p> <p>Understand key aspects of physical geography such as: biomes, rivers and the water cycle</p> <p>Name UK and world rivers and discuss their key features</p> <p>Compare UK and Greece Use maps, atlases, globes and digital computer mapping to local UK rivers and the seas they flow through</p> <p>Understand physical features of coasts and begin to understand erosion and deposition</p> <p>Understand the human effect on rivers and oceans and how we can reduce this</p> <p>Understand key aspects of human geography such as, types of settlement and land use, economic activity and trade links and</p>	<p>How did the British Empire influence migration? What was the British Empire and what was its impact on the world? Look at a photo of School from the past. Compare with photo from present. How did people get around during the British Empire? Look at old transport in Kentish Town. How was this different. What were the advantages and disadvantages to moving within the British Empire? Discuss why someone might leave their home.</p>	<p>How can I find my way around Foxlease? How do you read an Ordnance Survey map? (6-figure grid references) Look at a map of School. Use it to find way around. What do the symbols on an OS map mean? Create a map of the playground with a key. Where would be a good place for a new building? Look at a series of pictures of Foxlease. Decide on a new building to build in each location. How can I use a compass to find my way around Foxlease? Use a compass to find the northern / easter / southern and western most points of the playground.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods for example sketch maps and digital technology</p> <p>Use the eight points of compass, four and six figure references, symbols and key</p> <p>Use maps, chart to support a decision about the location of new places for example: adding a new building to Foxlease.</p> <p>6-figure grid work</p> <p>8 points of a compass</p> <p>Hampstead Heath geographical records workshop?</p> <p>Fieldwork at Foxlease</p>

			distribution of natural resources and the impact on our world.		
			Contrasting European region		