

Owls (Y6) – Autumn Year A

Caribbean

Key question – How different is the Caribbean to the UK?

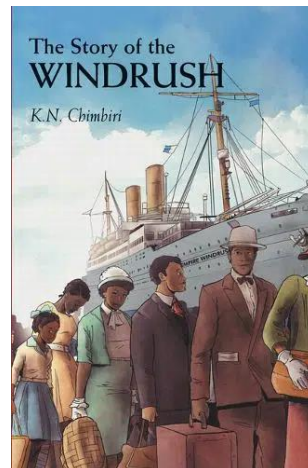
National Curriculum link: Place knowledge: understand geographical similarities & differences through the study of human & physical geography of a region in North America.

Key Vocabulary

- Caribbean
- The Windrush
- Beach
- Export
- Import
- Mountain
- Tourism
- Economy
- Island
- Weather
- Population

Sticky Knowledge

- I know that the Caribbean is made up of over 7000 islands.
- I know that the Caribbean is in the Atlantic Ocean and can find this on a map.
- I know that the Caribbean's income comes mainly from tourism.
- I know that the Caribbean has a diverse topography that includes, coral reefs, mountains, tropical forests, valleys, waterfalls & volcanoes.
- I know what the Windrush generation was and its impact on the UK.



Linked Learning

Key Previous knowledge

Buzzards Autumn A

Owls Autumn B

Future Learning

KS3

Understand geographical similarities, differences & links between places through the study of human & physical geography of a region within Africa & within a region of Asia.

Owls (Y6) – Spring Year A

Local Fieldwork – Brimscombe Port

Key question – What is the potential impact of a new residential build in Brimscombe to the local area?

National Curriculum link: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time

Key Vocabulary

Map
Land-use
Impact
Environment
Economy
Creation of jobs
Residential
Brownfield site
Industrial
Planning
Development

Sticky Knowledge

- I know how to draw a sketch map & plans.
- I know how to collect data.
- I know how to collate, present data and create a balanced argument based on said data.
- I know what a brownfield site is.
- I know what impact humans can have on the environment.

Linked Learning

Key Previous knowledge

Buzzards Spring B

Future Learning

KS3

Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field .

Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Owls (Y6) – Summer Year A

Coasts

Key question – How & why have coastlines changed over time?

National Curriculum link: Describe & understand key aspects of physical geography, including; climate ones, biomes & vegetation belts, rivers/coasts, mountains, volcanoes & earthquakes & the water cycle.

Key Vocabulary

Attrition
Abrasion
Coast
Coastal Defence
Constructive Wave
Deposition
Destructive Wave
Erosion
Hydraulic Action
Longshore Drift
Sediment
Solution
Transportation

Sticky Knowledge

- I know why we have bays & heads at coastal locations.
- I know how erosion plays a key role in creating the coastal landscape.
- I know what coastal defence measures are and why we implement them.
- I know that both human and physical processes can affect the coast.
- I know what longshore drift is.

Linked Learning

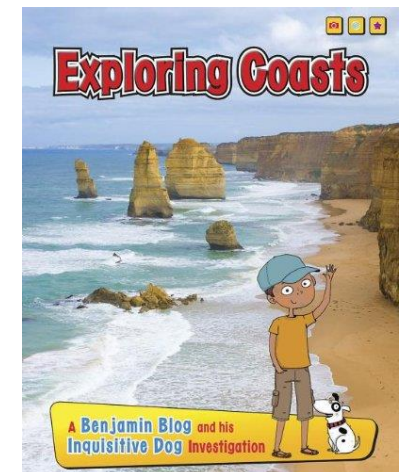
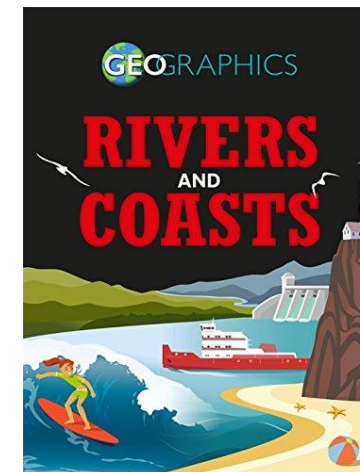
Key Previous knowledge

Hawks Summer B

Eagles Autumn A

KS3

Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.



Owls (Y6) – Autumn Year B

England & Italy

Key question – What are the similarities and dissimilarities between England & Italy?

National Curriculum link: Understand geographical similarities and differences through the study of human & physical geography of a region in a European country. Locate the world's countries, using maps to focus on Europe, concentrating on the environmental regions, key physical & human characteristics, countries & major cities.

Key Vocabulary

Italy
Tourism
Europe
Rome
Mediterranean
Vesuvius
Agriculture
Catholic
Wealth
Human geography
Physical geography

Sticky Knowledge

- I know where England & Italy are on a map.
- I know some of the physical features found in Italy.
- I know some of the famous human features found in Italy.
- I know some similarities between England & Italy physically & in a human geographical sense.
- I know some differences between England & Italy both in a human and physical sense.

Key Previous Knowledge

See relevant Knowledge Organisers

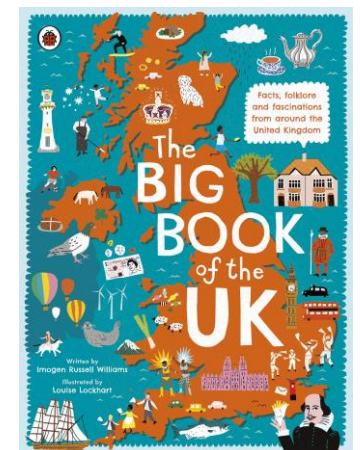
Buzzards Autumn A

Owls Autumn A

Future Learning

KS3

Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia



Owls (Y6) – Spring Year B

Maps

Key question – How can we use maps?

National Curriculum link: Geography skills & fieldwork – Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied. Use 8 points of compass, 4 & 6 digit grid references, symbols & key (OS maps) to build knowledge of the UK & wider world.

Key Vocabulary

Atlas
Compass
Digital Map
Easting
Grid References
National Grid
Northing
Ordnance Survey Maps
Symbols

Sticky Knowledge

- I know what an ordnance survey map is.
- I know how to use a map correctly.
- I know how to use six-figure grid references to find particular places.
- I know what the symbols stand for on an OS map.

Linked Learning

Key Previous knowledge

Kestrels Autumn A and B

Kestrels Summer B

Hawks Autumn A Spring B

Eagles Spring A

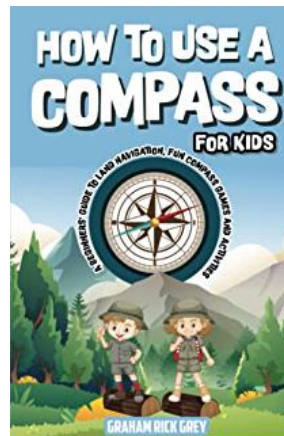
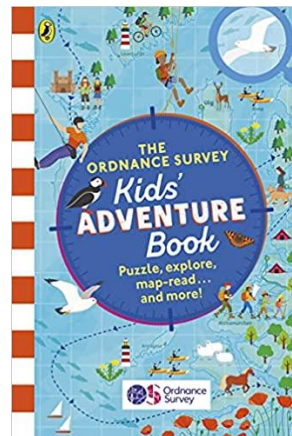
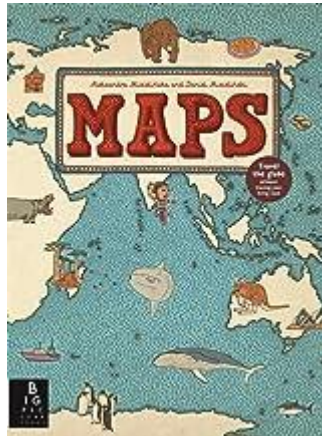
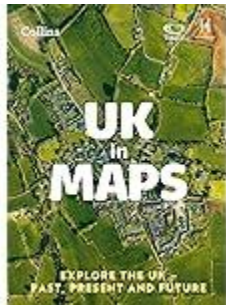
Owls Spring A and B

Future Learning

KS3

Build on knowledge of globes, maps & atlases & apply & develop this knowledge routinely in the classroom & in the field.

Interpret OS maps in the classroom & in the field, including using grid references & scale, topographical & other thematic mapping



Owls (Y6) – Summer Year B

Climate Zones & Biomes

Key question – What is the impact of climate change on climate zones & biomes?

National Curriculum link: Physical geography, including: Climate zones, Biomes & vegetation belts.

Key Vocabulary

Abiotic
Adaptation
Biome
Biotic
Climate
Climate Change
Climate Zones
Desert
Equator
Grasslands
Rainforest
Savannah
Taiga
Temperate
Tundra
Vegetation

Sticky Knowledge

- I know what a biome, climate zone & vegetation belt is.
- I know all the different types of biome.
- I know that biomes are affected by the climate.
- I know the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.
- I know the impact that humans can have on climate zones & biomes.

Linked Learning

Key Previous knowledge

Kestrels Spring A and B

Hawks Autumn B

Eagles Summer A

Future Learning

KS3

Understand how human & physical processes interact to influence & change landscapes, environments & the climate; & how human activity relies on effective functioning of natural systems.

