






Geography			Year 6	
Term 1	Term 2 and 3	Term 3 and 4	Term 5	Term 6
 <p><b>Stockwell:</b></p>	 <p><b>World War II:</b></p>	 <p><b>Amazonian adventure:</b></p>	 <p><b>Mayan Mayhem:</b></p>	 <p><b>Consolidating and Connecting previous learning:</b></p>
<p>LI: To analyse the effectiveness of different maps and images of London. LI: To identify and describe how human activity and geographical features of Stockwell have changed over time. LI: To observe and record the human and physical features of Stockwell by drawing a map of the local area. LI: To observe and record the human and physical features of Stockwell by drawing a map of the local area. LI: To observe, measure and record human features on the King's Road and compare this to Clapham High Street (Stockwell). LI: To compare King's Road and Clapham High Street.</p> <p><b>Start of term learning:</b> LI: To name and locate the four countries of the UK, their capital cities and the surrounding seas. LI: To name and locate the seven continents and five oceans of the world. LI: To name and locate countries around the world that they have learnt about on a world or continent map.</p>	<p>LI: To name and locate countries and cities in Europe and identify their physical characteristics. LI: To name and locate counties and cities of the UK and how evacuation is linked to this.</p>	<p>LI: To name and locate the countries of South America. LI: To identify and describe the geographical significance of lines of latitude and longitude, tropics, hemispheres, time zones. LI: To describe and understand the physical and human geographical features found in South America. LI: To compare and contrast the Amazon with London. LI: To describe and understand that the Amazon is changing and explain some of the reasons for change. LI: To understand the effects of the rubber plant industry on the indigenous people of South America.</p>	<p>LI: To use four and six figure grid references to locate key Mayan geographical points.</p> <p><b>Early Morning Work:</b> During this term, the children focus their early morning work (EMW) on the core geographical knowledge below: LI: To name and locate different cities in the UK and explain the terms rural and urban. LI: To know the position of lines of latitude and longitude on a world map. LI: To recall countries within South America and describe some of the geographical features found there. LI: To label different types of maps and recall London boroughs. LI: To identify different types of farms and what they bring to the UK economy.</p>	<p>During this term, the children focus on consolidating and connecting the previous core geographical knowledge below: LI: To identify the main features of a volcano, a river and the water cycle. LI: To locate places using four/six figure grid references. LI: To recall the eight points of a compass and use positional language to describe location. LI: To explain what a biome is and explain the impact of different biomes on the world environment (e.g. Tundra is the coldest of the biomes often found in the Arctic Circle in countries such as Russia. It is often a treeless landscape and animals may hibernate or migrate to stay alive over the coldest months). LI: To explain the causes of climate change and what we can do to help.</p>