

	Term 1	Term 2	Term 3
Unit of work	Longitude & Latitude	Rainforests	Earthquakes
Link to Programme of study	<u>Locational knowledge:</u> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Place knowledge</u> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <u>Human and physical geography</u> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <u>Skills - Pupils should:</u> - Understand and use subject specific vocabulary - Use maps, atlases, globes & digital/computer mapping to locate countries and describe the features studied. - Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (inc. use of Ordnance Survey maps) to build their knowledge of the UK and the wider world - 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.		
Composite knowledge	How do maps help us explore locally, nationally and globally? -How does the position of a country affect its physical geography?	What impact have people had on the Amazon rainforest? Where are they located? What are the layers in a tropical rainforest? How can we prevent deforestation?	What are the pros and cons of living near a fault line? What causes an earthquake and a tsunami? What is a tectonic plate? What are the effects of an earthquake and tsunami?
Intentional knowledge they need to understand (Component knowledge)	<u>Locational knowledge:</u> -What is latitude and longitude? -What is the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn? -How does the timeline impact exploration? <u>Human and physical geography:</u> -What are the key aspects of physical geography locally, nationally and globally?	<u>Locational knowledge:</u> Locate the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Rainforest)	<u>Locational knowledge:</u> Which geographical regions does extreme weather take place in the world? <u>Human and physical geography:</u> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

	-What are some of the similarities between the settlements found locally, nationally and globally? Skills and fieldwork: -To use maps and atlases to locate countries and describe features studied -To use the eight points of a compass, four and six-figure grid references, symbols and key -To use fieldwork to observe, measure, record and present the human and physical features in the local area	Human and physical geography: • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (Rainforests & Extreme Earth/weather) • 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 (Rainforests) Skills and fieldwork: • Understand and use subject specific vocabulary (Rainforests & Extreme Earth/weather) • Use maps, atlases, globes & digital/computer mapping to locate countries and describe the features studied. (Rainforests) • 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.	volcanoes and earthquakes, and the water cycle (Rainforests & Extreme Earth/weather) Skills and fieldwork: • Understand and use subject specific vocabulary (Rainforests & Extreme Earth/weather)
Vocabulary	Europe, Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <i>Retrieval Practice: Coasts, Rivers</i>	Equator, emergent, canopy, understory, forest floor, deforestation	Earthquake, Tsunami, Tectonic plates, Friction, Collide, Crust, Fault line
Links to prior knowledge	Y1 – By the sea Y2 – Mountains, Rivers & Lakes – name, locate and identify characteristics of the four countries and capital cities of the UK	Year 2 – Habitats	
Key knowledge for assessment	What are the seven continents?	What is a rainforest? Where are they located? Layers in a rainforest	What causes an earthquake? What is a tectonic plate? What are the effects of an earthquake?

	What continents are in the northern and southern hemisphere? Where are the lines of longitude and latitude? Where are the Tropic of Cancer, Tropic of Capricorn and equator? Which physical geography features does each continent have? Which human geography features does each continent have?	Who has a home there? How can we prevent deforestation?	Where have previous earthquakes occurred? What causes tsunami? What are the effects of a tsunami? Where have previous tsunamis occurred? What is the relationship between tsunamis and earthquakes?
Cross-curricular links	PSHE – visitors to the school	Reading lessons Art – animal prints PSHE – Looking after our environment	Reading lessons Science – Forces
Oracy & Outdoor learning links	Opportunities to ask questions. Children to work together practising good oracy skills by showing active listening, taking turns, justifying their thinking, being prepared to accept others views and change their minds if necessary. Map the school grounds & create a map for others to follow	PSHE – Looking after our environment	Express opinion: I would like to live near a fault line because ... I would not like to live near a fault line because ...