

	Term 1	Term 2	Term 3
Unit of work	Why is California so thirsty?	Rivers	North America & South America
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	What can people in California do to reduce the chance of a drought in the future? <u>Place knowledge:</u> -What impact do humans have on the natural world? -What impact is pollution having locally, nationally and globally?	How do rivers, people and the land affect each other? <u>Human & Physical:</u> - What are the main features of a river? - What is the impact of flooding? - What prevention strategies are there for flooding?	What are the pros and cons of living in a mega city? - How do maps help us explore locally, nationally & globally? - What are the key environmental regions, key physical and human characteristics, countries, and major cities of North America?
Intentional knowledge they need to understand (Component knowledge)	<u>Place knowledge:</u> -To study the impact of human activity on local, national and worldwide environments and make comparisons. <u>Human and physical geography:</u> - How is the physical environment impacted by humans? -What human activities and developments have impacted the environment?	<u>Locational knowledge:</u> - The main rivers around the world <u>Human and physical geography:</u> - How flooding occurs and its impact (economical/climate change) <u>Skills and fieldwork:</u> - Infiltration experiment - Plot the river Thames using a 4 figure grid reference	<u>Locational knowledge:</u> - use a map to locate environmental regions, key physical and human characteristics, countries - How can you use an eight-point compass to describe a journey? <u>Human and physical geography:</u> - What are the geographical similarities and differences of North America and the UK?

	Skills and fieldwork: -Use field work to research, measure and record human and physical features in the local area	Use the 8 points of a compass to plot the rivers in the UK	Skills and fieldwork: - Use maps, atlases, globes & digital/computer mapping to locate North American countries and describe the features studied. - Use a 8- point compass to map a journey (ordnance survey) - Use six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs
Vocabulary	Deforestation, Sustainability, Mining, Natural Resources, Pollution, Climate change , Depletion , Fuel <i>Retrieval practice:</i>	Erosion, transportation, deposition, meander, floodplain, mouth, ocean, source, tributaries, country, flood, economy <i>Retrieval practice:</i> continent,	North America, Topography, Tundra, Coniferous Forest, Deciduous Forest, Desert, <i>Retrieval practice:</i> , Biomes, Temperate, Tropical
Links to prior knowledge	Y3 – Rainforests/Extreme Weather	Ancient Egypt river Nile Europe	Y4 – Europe Y2 – Mountains, Rivers & Lakes
Key knowledge for assessment	What are three different types of pollution and what causes them? Where in the world is air pollution the worst? Why is water pollution worse in some locations? How does land pollution impact the local and global environment?	Name river and their continents Name the parts of the river Name two human impacts of flooding	Plot a four figure grid reference Accurately name the 8 points of a compass
Cross-curricular links	History	Water cycle History (Nile) Sustainability and global citizenship	Science (gravity) Maths (coordinates)
Oracy & Outdoor learning links	Conscience alley	Flooding debate Infiltration experiment Demonstrating how a river meanders	6 figure grid references on playground