

	Term 1	Term 2	Term 3
Unit of work	The Americas (South America)	Migrations	Earth Matters
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	In what way does the geography of South America affect the lives of people who live there? <u>Locational knowledge:</u> Where are the countries and capital cities of South America? - What are the key topographical features of South America? -What are some of the key human and physical geographical features of South America? -What are some of the key geographical similarities and differences of South America?	How is migration causing change in the Shetland Islands? Human and Physical geography - Why do people migrate? - What are the processes of migration? - How does migration affect a place?	How can we create a less wasteful society? Human and physical geography -What are the issues with food surplus? -What is food waste and why is it bad? -How can we reduce food waste at home? -Why is climate change a problem? -What can be done to fight climate change?
Intentional knowledge	<u>Locational knowledge:</u> - Locate the countries and capital cities of South America.	<u>Locational knowledge:</u> - Where are the Shetland Islands? - What are they like?	<u>Locational knowledge:</u> -Observe patterns made by human and physical actions and changes.

they need to understand (Component knowledge)	- Locate the ocean surrounding South America. - Locate on a map the location of South America's three main river basins. - Locate and mark on a map the highest peak in South America. Human and physical geography: Describe and understand key aspects of: Physical Geography, including: - Compare and contrast the physical features of The Paraná and the Volga basins). - Locate South American cities found on a mountain plateau -Human Geography, including: - Economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water. -Investigate how goods are traded using South American rivers. - Describe some of the geographical diversity in South America, such as population, culture and languages. - Locate on a map the most populous cities in South America and explore why. - Compare and contrast the population of different places in South America (Brazil and Canada). Skills and fieldwork: Describe the nature of a topographic map and explain why it is useful. -Compare and contrast the features of a topographic map and those of a political map, using examples from South America. - Use maps, atlases, globes & digital/computer mapping to locate South American countries and describe the features studied. - Use the eight points of a compass to build their knowledge of the wider world.	Human and physical geography: - Describe and understand key physical & human features on a picture/map (Northern Island, Liverpool & the Shetland Islands) - Understand rural-to-urban migration - The push & pull factors of migration - Why do people migrate? - What are the processes of migration? - How does migration affect a place? Skills and fieldwork: - Can you use maps to locate countries and describe features studied? - Can you use subject specific vocabulary to describe a route from one place to another?	- Recognise how human interaction can change a place over time. - Identify how and why places change, or may change in the future Human and physical geography: - Effects of landfill sites on the environment - How food banks use surplus food to reduce food waste - Ways to reduce, reuse, recycle, recover, dispose and prevent food waste - Effects of food waste on the environment and how it contributes to climate change - composting – a natural process - burning fossil fuels, excessive farming, deforestation – causing greenhouse gases and therefore resulting in the Earth's temperature rising Skills and fieldwork: Project to reduce school food waste: -school food waste survey /data collection of children and/or kitchen and midday staff -location of local recycling and refuse centres Visit to recycling centre. Knowledge of how to recycle surplus food at home. Project in school to reduce food waste.
Vocabulary	Trade links, South America, Agriculture, Lowlands, Import, Export, Grid reference, Contour lines, Terrain, Industry, Mountains, colony	internal migration, push factors, pull factors, rural-to-urban migration, mechanisation, depopulation, abandoned, remote	Landfill, Surplus food, Food waste, Food poverty, Greenhouse gases , Consumption , Natural resources , Biodiversity, Composting, Climate change , Pledge , Carbon emissions

Links to prior knowledge	Year 5 – Rivers, North & South America Year 4 – Volcanoes, Climates & Biomes, Maps Year 3 – Rainforests, Longitude & Latitude Year 2 – The UK, Settlements Year 1 – By the sea, The Town & Country Mouse	Year 5 – Rivers, North & South America Year 4 – Volcanoes, Climates & Biomes, Maps Year 3 – Earthquakes, Longitude & Latitude Year 2 – The UK, Settlements Year 1 – By the sea, The Town & Country Mouse	Year 5 – Why is California so thirsty?, Rivers, North & South America
Key knowledge for assessment	In what way does the geography of South America affect the lives of people who live there? - What are the key human and physical characteristics in different South American countries? - Can I locate South American countries and discuss key geographical features?	How is migration causing change in the Shetland Islands? - Why do people migrate? - What are the processes of migration? - How does migration affect a place?	How can we create a less wasteful society? What is the difference between food waste and surplus food? Why is food waste a problem? What can we do to reduce food waste? What can we do in school to reduce food waste?
Cross-curricular links			
Oracy links	Outdoor learning: Fact run – children to locate key countries/cities in South America on a map		Persuasive messaging – assemblies, poster campaign around school