

	Term 1	Term 2	Term 3
Unit of work	The Americas (South America)	Migrations	Earth Matters
Link to Programme of study	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Skills - Pupils should:</b></p> <ul style="list-style-type: none"> <li>Understand and use subject specific vocabulary</li> <li>Use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe the features studied.</li> <li>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</li> <li>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.</li> </ul>		
Composite knowledge	<p><b>In what way does the geography of South America affect the lives of people who live there?</b></p> <p><b>Locational knowledge:</b>                      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?</p>	<p><b>How is migration causing change in the Shetland Islands?</b></p> <p><b>Human and Physical geography</b>                      - Why do people migrate?                      - What are the processes of migration?                      - How does migration affect a place?</p>	<p><b>What impact do rising temperatures have on the planet?</b></p> <p><b>Human and physical geography</b>                      - What are the similarities and differences between the effects of global warming on the UK and <b>Somalia</b>?                      - How does climate change affect different biomes (in the UK and <b>Somalia</b>)?                      - How are the UK and <b>Somalia</b> affected by plastic pollution? What are their solutions?</p>
Intentional knowledge	<p><b>Locational knowledge:</b>                      - Locate the countries and capital cities of South America.</p>	<p><b>Locational knowledge:</b>                      - Where are the Shetland Islands?                      - What are they like?</p>	<p><b>Locational knowledge:</b>                      - Can you locate the world’s countries using a map?</p>

<p>they need to understand (Component knowledge)</p>	<ul style="list-style-type: none"> <li>- Locate the ocean surrounding South America.</li> <li>- Locate on a map the location of South America's three main river basins.</li> <li>- Locate and mark on a map the highest peak in South America.</li> </ul> <p><b>Human and physical geography:</b> Describe and understand key aspects of:</p> <p><b>Physical Geography</b>, including:</p> <ul style="list-style-type: none"> <li>- Compare and contrast the physical features of The Paraná and the Volga basins).</li> <li>- Locate South American cities found on a mountain plateau</li> </ul> <p><b>-Human Geography</b>, including:</p> <ul style="list-style-type: none"> <li>- Economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water.</li> <li>-Investigate how goods are traded using South American rivers.</li> <li>- Describe some of the geographical diversity in South America, such as population, culture and languages.</li> <li>- Locate on a map the most populous cities in South America and explore why.</li> <li>- Compare and contrast the population of different places in South America (Brazil and Canada).</li> </ul> <p><b>Skills and fieldwork:</b> Describe the nature of a topographic map and explain why it is useful.</p> <ul style="list-style-type: none"> <li>-Compare and contrast the features of a topographic map and those of a political map, using examples from South America.</li> <li>- Use maps, atlases, globes &amp; digital/computer mapping to locate South American countries and describe the features studied.</li> <li>- Use the eight points of a compass to build their knowledge of the wider world.</li> </ul>	<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key physical &amp; human features on a picture/map (Northern Island, Liverpool &amp; the Shetland Islands)</li> <li>- Understand rural-to-urban migration</li> <li>- The push &amp; pull factors of migration</li> <li>- Why do people migrate?</li> <li>- What are the processes of migration?</li> <li>- How does migration affect a place?</li> </ul> <p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Can you use maps to locate countries and describe features studied?</li> <li>- Can you use subject specific vocabulary to describe a route from one place to another?</li> </ul>	<ul style="list-style-type: none"> <li>- How have certain aspects of the world changed over time?</li> <li>- Can you identify the Arctic and Antarctic circle?</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>- Can you describe and understand key aspects of physical geography, including climate zones and biomes? <ul style="list-style-type: none"> <li>– Biomes and vegetation belts, rivers (The Amazon, The Orinoco, The Paraná and Rio de la Plata), mountains (The Andes), volcanoes, earthquakes and the water cycle.</li> </ul> </li> <li>- Identify key topographical features including mountains (The Andes), coasts and rivers (The Amazon, The Orinoco, The Paraná and Rio de la Plata), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>- Can you describe and understand key aspects of human geography, including land use and the distribution of natural resources including energy, food, minerals and water</li> <li>- Describe some of the problems countries are facing as areas become more densely populated.</li> </ul> <p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>- How has earth changed over time?</li> <li>- Use the eight points of a compass to build their knowledge of the wider world.</li> </ul>
<p>Vocabulary</p>	<p>Trade links, South America, Agriculture, Lowlands, Import, Export, Grid reference, Contour lines, Terrain, Industry, Mountains, colony</p>	<p>internal migration, push factors, pull factors, rural-to-urban migration, mechanisation, depopulation, abandoned, remote</p>	<p>Water cycle, Sustainability, Renewable, Congestion, South America, North America, Rainforest, Environmental regions, Natural resources</p>

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 Year 4 – Volcanoes, Climates & Biomes, Maps Year 3 – Rainforests, Earthquakes, Longitude & Latitude Year 2 – The UK, Settlements, Jamaica Year 1 – By the sea, The Town & Country Mouse
Key knowledge for assessment	<b>In what way does the geography of South America affect the lives of people who live there?</b> - What are the key human and physical characteristics in different South American countries? - Can I locate South American countries and discuss key geographical features?	<b>How is migration causing change in the Shetland Islands?</b> - Why do people migrate? - What are the processes of migration? - How does migration affect a place?	<b>What impact do rising temperatures have on the planet?</b> <b>Human and physical geography</b> - What are the similarities and differences between the effects of global warming on the UK and <b>Somalia</b> ? - How does climate change affect different biomes (in the UK and <b>Somalia</b> )? - How are the UK and <b>Somalia</b> affected by plastic pollution? What are their solutions?
Cross-curricular links			
Oracy links	<b>Outdoor learning:</b> Fact run – children to locate key countries/cities in South America on a map		