

**Curriculum Progression- Geography - Year 3 and 4**

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| Topic Knowledge | Unit                                                                                                                                                                                                                                                                                                                                                                                                                 | 1) Where in the world is the UK?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2) How it has Millhouses changed over time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1) An introduction to Europe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2) Rivers and mountains                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                 | Link to school values                                                                                                                                                                                                                                                                                                                                                                                                | Together we embrace difference.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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Together we are safe.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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|                 | New Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                   | Significance, Hemispheres, Tropic of Cancer, Tropic of Capricorn, Biomes, Counties, Trade links, Imports, Exports, Scale, Eight points of a compass. Capital city.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suburb, Residential, Recreational, Transportation, Commercial, Land Use, population, Four figure grid reference,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Prime / Greenwich Meridian, Time zones, Latitude, Longitude Coastal, biome, temperate, imports, exports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Source, Spring, Course, Mouth, Oxbow Lake, Meander, Tributary, Estuary, Erosion, Hydroelectricity, Summit, Foot, Plateau, Face, Snow Line, Tree Line, Slope, Valley                                                                                                                                                                                                                                                                                                                                                                                                                                   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|                 | End points                                                                                                                                                                                                                                                                                                                                                                                                           | The children will develop their <b>locational knowledge</b> by being able to identify the equator, the Northern hemisphere and the Southern hemisphere and some countries within them. They will identify the-Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. They will develop their <b>place knowledge</b> by understanding that England is split into counties. They will name and locate counties and cities of the UK and will understand the location of the UK in relation to the equator and hemispheres. They will look at geographical similarities and differences between two cities in England. Their <b>human and physical geography</b> knowledge will be broadened by learning about biome types and trade links.<br>Using the 8-points of a compass they will describe the location of Sheffield within the UK.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The children will develop their <b>locational knowledge</b> by being able to identify their local area within the context of Sheffield. They will develop their <b>place knowledge and their human and physical geography knowledge</b> by understanding how Millhouses’ land use has changed over time due to human and physical activity. They will be able to describe the human impacts of the 2007 floods on Millhouses. The children will use <b>geographical skills and fieldwork</b> throughout this unit, specifically focusing on four figure grid reference, symbols and key (including the use of Ordnance Survey maps).                                                                                                                                                                                                                                                                                                                                                          | The children will develop their <b>locational knowledge</b> by being able to name and locate some countries in Europe and their capitals, with a particular focus on France. They will understand the location of these places in relation to the UK and be being to describe their location using the equator, lines of longitude and latitude and hemispheres. They will also learn about time zones and be able to compare the time zone of the UK to France. They will develop their <b>place knowledge</b> by understanding geographical similarities and differences between Sheffield in the United Kingdom and Marseille in France. Their <b>human and physical geography</b> knowledge will be broadened by learning about the biome types in France, trade links and culture. The children will continue to develop their <b>geographical skills</b> throughout this unit, specifically focusing on using globes, google maps street view, symbols and key.                                                                                                                                                                                                                                          | The children will develop their <b>locational knowledge</b> by being able to name and locate significant rivers and mountains of the UK. Their <b>human and physical geography</b> knowledge will be broadened by learning about the key aspects of rivers and mountains and the impact that rivers have on humans and vice versa. They will apply their knowledge of the water cycle (learnt in science) to understand how this impacts the formation of rivers. The children will use <b>geographical skills and fieldwork</b> throughout this unit by using maps (including digital) to locate rivers and mountains.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                 | <b>Crucial knowledge</b><br><br><b>Recurring themes covered throughout KS2:</b> <ul style="list-style-type: none"><li>Location in relation to the UK</li><li>Sense of distance &amp; location in relation to the UK.</li><li>Surrounding seas, continents and oceans.</li><li>Landlocked or coastal.</li><li>Position on Earth (longitude, latitude &amp; hemisphere)</li><li>Time zone</li><li>Biome type</li></ul> | <ul style="list-style-type: none"><li>The area above and below the equator are called the Northern Hemisphere and the Southern Hemisphere, with both experiencing different amounts of sunlight at different times.</li><li>Countries closest to the equator have the warmest temperatures due to the position of the sun.</li><li>London is our capital city. A capital city is</li><li>The UK is located in Europe and the Northern Hemisphere, above the equator.</li><li>England is an island and is surrounded by the Atlantic Ocean, North Sea, English Channel and Irish Sea.</li><li>A biome is an area in nature where certain plants and animals live because they like the same weather.</li><li>The biome for the UK is a temperate forest, where the weather changes with the seasons.</li><li>England is made up of counties. Each city, town, village belongs to a county. Yorkshire is the biggest county and it split into 4 parts due to its size. Sheffield is in South Yorkshire.</li><li>Cities are all different in terms of what they are known for, land use, population, trade and tourism.</li><li>London has a larger population than Sheffield.</li><li>Trade means the exchange of goods and services between countries. The UK has lots of trade links.</li><li>The UK’s import and export goods include cars, pharmaceuticals, fruit and chocolate.</li><li>A compass shows us which direction we are facing or going. A compass has 8 compass points.</li></ul> | <ul style="list-style-type: none"><li>England is made up of regions</li><li>Millhouses is a suburb in the city of Sheffield.</li><li>The River Sheaf runs directly behind Millhouses park.</li><li>Millhouses park used to have lots of water pools (lidos), but these were closed due to fears of water pollution).</li><li>The River Sheaf connects to the River Don (the longest river in Sheffield).</li><li>Millhouses is mainly residential due to it being a desirable place to live.</li><li>The population of Millhouses has increased over the years due a number of reasons including schools, nearby recreational opportunities and transport links.</li><li>Millhouses used to have a tram terminus that allowed steelworkers to get into town to work at factories – huge industry in Sheffield.</li><li>The 2007 Sheffield flooded when the River Don over spilled its banks. It caused shops to close, houses were damaged and transportation (like buses) stopped.</li></ul> | <ul style="list-style-type: none"><li>Europe is a continent in the Northern Hemisphere that is predominantly surrounded by the North Sea, the Atlantic Sea, the Mediterranean Sea and the Baltic sea. .</li><li>London is home to the Prime Meridian (also known as the Greenwich Meridian due to it running through Greenwich in London), which is the baseline for the world telling the time.</li><li>Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.</li><li>France is located in the Northern Hemisphere, south of the UK. It is across the English Channel from the UK and is easily accessible by plane, boat or the euro tunnel.</li><li>France is a coastal country and is famous for its beautiful beaches.</li><li>France is 1 hour ahead of the UK.</li><li>France has double the land area of the UK but roughly the same population, so is generally less densely populated.</li><li>The biome for the majority of France is a temperate forest, where the weather changes with the seasons.</li><li>France - main trade links / imports &amp; exports.</li></ul> | <ul style="list-style-type: none"><li>The name and location of key UK rivers, including the Severn, Trent and Thames using an OS map and keys.</li><li>The name and location of key rivers in the world, including the Nile, the Amazon, the Ganges and the Mississippi.</li><li>The main parts of a river are the source, spring, course, estuary and mouth.</li><li>The main river features are meanders, ox-bow lakes, and tributaries.</li><li>Humans use rivers for various purposes including drinking water supply, agriculture, transportation, trade and recreation.</li><li>River erosion is when the river’s water slowly wears away the land around it. It is important as it shapes landscapes and influences where people live.</li><li>The main parts of a mountain are the summit, foot, plateau, snow line, tree line, slope and valley.</li><li>A mountain is classified as over 600 metres high.</li><li>Mountains are formed when plates, pieces of the Earth's crust, collide with one another and force/push the earth between them upwards.</li><li>Name and location of key UK mountains, including Ben Nevis, Snowdon, Scafell Pike and Slieve Donard.</li><li>Name and locate key mountain ranges in the world including the Himalayas, the Alps, the Andes and the Rocky Mountains, and also the highest peak within these ranges.</li><li>The source of rivers is often in mountain ranges as this is where there is the most rainfall (water cycle knowledge)</li><li>Map Skills: Mountains and contours can be located in an atlas and children can use a key to understand the height of a mountain.</li></ul> |

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| Substantive Concepts | <b>Place</b><br><br><b>Space</b><br><br><b>Interdependence</b><br><br><b>Environmental impact</b><br><br><b>Sustainable development</b><br><br><b>Cultural awareness and diversity</b> | <b>Place</b> - The children will learn that the UK is split into counties and cities. They will have a key focus on the similarities and differences between Sheffield and London and that London is the capital city.<br><br><b>Space</b> – The children will learn where the UK is in Europe and that it is within the Northern Hemisphere.<br><br><b>Scale</b> – The children will compare other countries within Europe in order to gain an understanding of the size of the UK - <a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a><br><br><b>Interdependence</b> – The children will learn the UK’s major imports and exports. | <b>Place</b> - The children will learn where Millhouses is within Sheffield and how it has changed over time.<br><br><b>Sustainable development</b> – The children will learn how the pollution of the rivers in Sheffield impacted recreational activities.<br><br><b>Scale</b> – The children will learn that maps are not drawn to scale. They will learn how to read a scale and gain an understanding as to what it means.<br><br><b>Environmental impact</b> – Knowing that Millhouses’ land use has become more residential over time, children will discuss the impact of this on the environment. | <b>Place</b> - The children will learn that France is the third largest country in Europe. There are some huge tourist attractions including the Eiffel Tower, The Louvre. They will learn that London is home to the Prime Meridian.<br><br><b>Space</b> – The children will learn where France is in Europe, where it is in relation to the UK and that it is within the Northern Hemisphere. They will learn that France has a different time zone to the UK.<br><br><b>Scale</b> – The children will compare other countries within Europe in order to gain an understanding of the size of France - <a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a><br><br><b>Interdependence</b> – The children will learn France’s major imports and exports. | <b>Place</b> - The children will learn the locations of some of the world’s most famous rivers and mountains. They will use their knowledge gained in year 3 to describe the location of UK mountains and rivers.<br><br><b>Space</b> – The River Thames, River Severn and River Trent are significant rivers within the UK due to their length or where they flow.<br><br><b>Scale</b> – The children will compare lengths of rivers and heights of mountains.<br><br><b>Environmental impact</b> - Rivers are vital to our environment. They provide habitats, water, and shape the land around us. Mountains are super important for the environment! They help provide homes for wildlife, create water sources and also provide recreation for humans.<br><br><b>Sustainable development</b> –<br><b>Rivers:</b> Hydroelectricity, save water, use water wisely, protect our water sources.<br><b>Mountains:</b> Protecting nature & habitats. |
|                      | <i>Enquiry and fieldwork</i>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">Millhouses park trip (Land Use)</a><br>Children will Develop a clear, focused question or problem to explore (e.g., "Why is Millhouses a popular residential area?")<br>When planning the trip, children will plot their route using four figure grid references and symbols.<br>Children will record their data on the form of a journey journal.                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">Trip to see the River Sheaf (Millhouses park)</a><br>Children will generate a question of enquiry (e.g. What river features are there in the Millhouses Park section of the River Sheaf?<br>When planning the trip, children will plot their route using four figure grid references.<br>They will record their findings using a sketch map.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                      | <i>Map skills</i>                                                                                                                                                                      | Introduce the concept and purpose of maps.<br>Children will use an atlas to find the UK, the surrounding countries and a globe to identify where it is in the world. Understand map features (key, scale, symbols, Physical features (e.g. forests), Human features (e.g., cities)<br>Children will use an atlas to find the UK, the surrounding countries and where it is on a world map.                                                                                                                                                                                                                                                                                                                      | Messy Map to create our Local Area. (using cubes/ lego anything to generate a map that represents our local area – use ariel map to support and generate a key).<br>Using the skills learnt in the previous unit children will use digital mapping tools (Digimaps – OS maps) to investigate how land use has changed in Millhouses over time.<br>In order to read the maps accurately, children will learn and use OS map symbols.<br>Children will use an Atlas to find Sheffield within the UK and locate cities surrounding it.                                                                        | Children will use a globe and an atlas to find European countries and capital cities.<br>Children will use digital mapping tools, such as street view on Google maps, to explore a new city.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Children will use digital mapping tools (Digimap) to compare the heights of mountains in the UK.<br>They will use a topographical map to describe the formation of rivers in relation to the water cycle.<br>Create simple maps to show the location of the Alps, Andes, Himalayas and Rocky Mountains.<br>Children will use an atlas to location rivers of the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                      | <i>Comparing places</i>                                                                                                                                                                | Children will make comparisons between Sheffield and London focusing on population, land use and key landmarks.<br>They will gather data using google maps to compare the two cities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Children will compare the land use of Millhouses between the years of 1890 and present day. They will compare it using the terminology recreational, residential, commercial and transportation.                                                                                                                                                                                                                                                                                                                                                                                                           | Compare a region in the United Kingdom and a region in France. Children will analyse the significance of differences and similarities of human and physical features between Sheffield and Marseille.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children will compare the height and scale of Ben Nevis, Snowdon, Scafell Pike and Slieve Donard.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                      | <b>Developing critical thinking and problem-solving skills.</b>                                                                                                                        | Children will discuss questions such as;<br>- Why do you think it’s important for the UK to trade with other countries?<br>- What might happen if the UK couldn’t trade with other countries anymore?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Participating in problem solving activities<br>- How can we reduce the chance of Millhouses park flooding?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will conduct independent research to learn about Marseille.<br><br>Children will discuss questions such as;<br>- Why do you think people might choose to live in Marseille or Sheffield?<br>- Why do you think people might choose to live in Marseille or Sheffield?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Children will discuss questions such as;<br>- Is living near a river is a desirable place to live? Why? Why not?<br>- If you were to hike up Ben Nevis, what might you bring with you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Lower KS2 definitions:

**Place**  
When we learn about a place, we are finding out what makes it different and special compared to other places including population, scale, trade & tourism, anything it is known for / culture and how it is similar or different to other places.

**Space**  
In geography, space refers to the area around us and how we understand where things are located on earth (particularly in relation to the UK and prior areas studied). This can include lines of longitude and latitude, hemispheres and time zones. It helps us understand how places are spread out and how we move around or travel between them.

**Scale**  
How big or small things are on a map compared to real life. How we show a big area, like the Earth, on a smaller map or globe. It helps us understand how much smaller the map is compared to the real world.

### Interdependence

Interdependence means that different places, people, and things rely on each other to work well. In geography, it's about understanding how places depend on each other for resources, goods, or services. It shows how everything is connected, and how changes in one place can affect others.

### Environmental impact

Environmental impact means the effect that something has on the world around us, like the land, air, water, and living things. It relates to how human actions (positive or negative) or natural events change the environment and what happens as a result.

### Sustainable development

Sustainable development means using resources in a way that meets our needs today without using them up or damaging the planet for future generations.

### Cultural awareness and diversity

Cultural awareness means understanding and respecting the variety of ways people live, their traditions, beliefs, and customs. Being culturally aware helps us appreciate and respect the differences and similarities between people around the world.

Curriculum Progression- Geography – Year 5 and 6

| Top5ic Knowledge  | Unit                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1) Volcanoes and Earthquakes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2) The Americas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1) Biomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2) Sustainable Scandinavia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                   | Link to school values                                                                                                                                                                                                                                                                                                                                                                                                                             | Together we are safe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Together we embrace difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                   | New Key Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                | Natural disaster, Inner core, Outer core, Mantle, Crust, Tectonic plates, Magma (including chamber), Throat, Crater, Conduit, Eruptions, Vents (main and secondary), Active & dormant<br><br>Hot spot, Natural disaster, tectonic plates, active, dormant, magnitude, boundaries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Boundaries<br>Convergent<br>Divergent<br>Transform<br>Continental drift<br>Magnitude<br>Richter scale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | State<br>Province<br>Territories<br>Poverty line<br>Favela<br>Economy<br>Manufacturing<br>Inequality<br>Quality of Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Biomes<br>Climate<br>Ecosystem<br>Aquatic<br>Vegetation belts<br>Barren<br>Permafrost<br>Deforestation<br>Indigenous<br>Biodiversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| End points        | The children will develop their <b>locational knowledge</b> by being able to name and locate volcano and earthquake hotspots around the world. Their <b>human and physical geography</b> knowledge will be broadened by understanding the structure of the earth and how volcanoes and earthquakes occur. They will also learn about the impact these natural disasters can have. The children will use <b>geographical skills</b> by using maps. | The children will develop their <b>locational knowledge</b> by being able to name and locate some countries within North and South America. They will be able to describe the location of these countries using lines of latitude. They will understand the location of the Americas in relation to the UK and it’s surrounding sea. The children will develop their <b>place knowledge</b> through a study of human and physical geography of a region within a South American country. Their <b>human and physical geography</b> knowledge will be broadened by learning about economic inequality and how that impacts quality of life.<br>The children will use <b>fieldwork</b> in order to do a direct comparison between the region in South America and our local area.                                                                                                                                                                                                                                                                                                                                                                              | The children will develop their <b>locational</b> knowledge by being able to name and locate the Earth’s six major biomes. They will be able to describe the location of each biome using lines of latitude. They will develop their <b>place knowledge</b> by understanding how each biome is different and the features each one has. Their <b>human and physical geography</b> knowledge will be broadened by learning about land use.                                                                                                                                                                                                                                                                                                             | This unit introduces sustainability by exploring how <b>human</b> choices affect the environment. Pupils learn about energy use, food waste and urban living. The children will develop their <b>locational knowledge</b> by being able to name and locate the countries of Scandinavia. They will understand the location of the Scandinavia in relation to the equator and hemispheres. They will consider how Scandinavian countries are working towards a more sustainable future and compare this to the UK. The children will use <b>geographical skills</b> throughout this unit, by using aerial photographs and digital maps.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Crucial knowledge | <b>Recurring themes:</b> <ul style="list-style-type: none"><li>Location in relation to the UK<ul style="list-style-type: none"><li>Biome type</li><li>Position on Earth (longitude, latitude &amp; hemisphere)</li><li>Time zone</li></ul></li><li>Sense of distance &amp; location in relation to the UK.</li><li>Surrounding seas, continents and oceans.</li><li>Landlocked or coastal.</li></ul>                                              | <ul style="list-style-type: none"><li>The earth is made up of layers - Inner core, outer core, mantle, crust.</li><li>The earth’s crust is not one continuous piece of land, it is divided into moving parts called tectonic plates.</li><li>Most of the world’s volcanoes are found along plate boundaries – the plate boundaries found in and around the Pacific Ocean (ring of fire).</li><li>Volcanoes are openings in the Earth’s surface from which scorching hot magma, rocks, ash and gases escape. When magma reaches Earth’s surface, we call it lava.</li><li>Volcano eruptions can harm people and their lifestyles and can change the environment around them.</li><li>An earthquake is a sudden shaking of the ground. It happens when rocks under the Earth's surface break or shift suddenly. This happens along fault lines, often near the edges of tectonic plates.<ul style="list-style-type: none"><li>The impact of earthquakes can be minor or catastrophic.</li></ul></li><li>Being prepared for an earthquake reduces its impact on people and the environment.</li><li>Earthquakes are measured using the Richter scale.</li></ul> | <ul style="list-style-type: none"><li>The Atlantic Ocean separates North America and South America</li><li>USA, Mexico and Canada are in North America which is in the northern hemisphere</li><li>Brazil and Argentina are in South America which is in the southern hemisphere</li><li>By area (land), North America and South America are larger than the UK</li><li>North America and South America have multiple time zones (N. America has 11, S. America has 5)</li><li>North America and South America have a range of different climates</li><li>Brazil is the largest country in South America and the Majority of the Amazon rainforest is there.</li><li>There is a big contrast between rich and less wealthy areas in Brazil.</li></ul> | <ul style="list-style-type: none"><li>A biome is a large area of land with a particular climate, types of plants and animals.</li><li>An ecosystem is the interaction of living and non-living thing in an environment.<ul style="list-style-type: none"><li>A biome can be made up of many ecosystems.</li><li>The features and locations of the Earth’s biomes.</li><li>The climatic factors and human activities that impact biomes and ecosystems within them.</li><li>How biomes are being damaged – key focus on deforestation, global warming and climate change.</li></ul></li><li>Biomes are impacted by their distance from the equator.</li></ul> | <ul style="list-style-type: none"><li>Geographically, Scandinavia is made up of Norway, Denmark and Sweden.</li><li>Scandinavia is in Europe within the Northern Hemisphere.<ul style="list-style-type: none"><li>Scandinavia is 1 hour ahead of the UK.</li><li>Scandinavia is made up of different biomes - Deciduous forest, Taiga &amp; Tundra</li><li>Scandinavia is located across the North Sea from the UK and is a short flight away.</li></ul></li><li>Scandinavian countries use their large coastlines for energy production.</li><li>Scandinavian countries have excellent waste management.</li><li>Norway exports a lot of fish. Denmark exports a lot of medicines and Sweden exports lots of cars (VOLVO).</li><li>Scandinavian countries like are often said to have some of the <b>best quality of life</b> in the world.</li></ul> |

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| Substantive Concepts                               | <b>Place</b><br><br><b>Space</b><br><br>Scale<br><br><b>Interdependence</b><br><br><b>Environmental impact</b><br><br><b>Sustainable development</b><br><br><b>Cultural awareness and diversity</b> | <b>Space</b><br>The children will learn where on earth volcanoes and earthquakes are.<br><br><b>Environmental impact</b><br>The children will explore the environmental impact earthquakes and volcanoes have on humans and environments.<br><br><b>Scale</b><br>The children will use the Richter scale to compare the scale of earthquakes and how this impacts the severity of damage done.<br><br><b>Interdependence</b><br>The children will learn how countries support each other when natural disasters occur. | <b>Place</b><br>The children will know that North & South America are different continents. They will identify that North America is made up of more countries than South America and that North America is more populated than South America.<br><br><b>Space</b><br>The children will learn where North and South America are located and where they are in relation to the UK. They will learn that North America is in the Northern hemisphere and that South America is predominantly in the Southern hemisphere. and that it is within the Northern Hemisphere. They will learn that within North America there are 11 time zones and within South America there are 5.<br><br><b>Scale</b><br>The children will compare the size of the Americas. They will compare the size of the UK and the Americas. They will also compare countries within North and South America in order to gain and understanding of the size of them.<br><a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a><br><br><b>Interdependence</b><br>The children will learn North and South America’s major imports and exports.<br><br><b>Cultural awareness and diversity</b><br>The children will compare the lives of children with economic differences within Brazil. They will also compare a region of Rio de Janeiro to our local area to learn how culture can change an area. | <b>Space</b><br>The children will learn where the earths major biomes are. They will be able to describe using them using lines of latitude.<br><br><b>Scale</b><br>The children will compare the sizes of each biome.<br><br><b>Environmental impact</b><br>The children will learn what the human impacts are on our different global biomes.<br><br><b>Cultural awareness and diversity</b><br>The children will learn about indigenous people and how they use their local biome for their benefit. | <b>Place</b><br>The children will learn that Scandinavia is made up of different biomes. They will discover that most of Norway and Sweden’s physical features have impacted their energy production.<br><br><b>Space</b><br>The children will learn that Scandinavia is made up of 3 countries, all of which are in Europe. They will learn that Scandinavia is located in the Northern Hemisphere above the equator.<br><br><b>Scale</b><br>The children will compare the size of the three countries within Scandinavia. They will also compare the size of these countries to the countries in the UK using <a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a><br><br><b>Interdependence</b><br>The children will learn some of Scandinavia’s trade links and their increasing energy independence.<br><br><b>Sustainable development</b><br>The children will learn about how Scandinavia countries are working hard to improve their green energy sources and how they deal with their waste management. |
| Disciplinary Knowledge- communicating historically | <i>Enquiry and fieldwork</i>                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Trip to Milhouses:</b> Children will compare our local area to an area of Brazil. Potentially Millhouses to Freguesia (Jacarepaguá) which has a similar ‘upper middle class’ demographic. Children will be looking for human and physical similarities and differences.<br><br>Create a sketch map?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Trip to Eccesall woods:</b> Fieldwork to explore a deciduous forest biome (Eccesall Woods). Children will gather data (tally chart) about the flora and fauna in the area and then produce a report summarising their findings.                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                    | <i>Map skills</i>                                                                                                                                                                                   | Students will use an atlas to locate the plate boundaries. Students will plot the location of major Volcanos on a plate boundary map. They will then describe their location using hemispheres and the 8 points of a compass.                                                                                                                                                                                                                                                                                          | Atlas to identify key countries in North and South America and to identify their location relative to the hemispheres.<br>Using the 8 points of a compass to describe countries in the North and South America relative to each other.<br>Use a time zone map to identify different time zones.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will describe the location of global biomes using lines of latitude.                                                                                                                                                                                                                                                                                                                                                                                                                           | Children will use an atlas to identify the three Scandinavian countries and notice their physical and geographical similarities (coastal, northern hemisphere, in Europe).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                    | <i>Comparing places</i>                                                                                                                                                                             | Children will compare how the scale of an earthquake impacts the damage caused. They will need to gather information and present their findings.                                                                                                                                                                                                                                                                                                                                                                       | Compare the size of the three countries to each other and to the UK. They will use a digital mapping tool ( <a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a> ).<br>Students will collect information about two children living in two economically different parts of Rio de Janeiro. They will compare the similarities and differences between them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Children will use rainfall date to compare biomes to each other.                                                                                                                                                                                                                                                                                                                                                                                                                                        | Compare the size of the three countries to each other and to the UK. They will use a digital mapping tool ( <a href="https://www.mylifeelsewhere.com/country-size-comparison">https://www.mylifeelsewhere.com/country-size-comparison</a> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                    | Developing critical thinking and problem-solving skills.                                                                                                                                            | Why do people choose to live near a volcano or in earthquake zones?<br><br>When a natural disaster hits, who’s responsibility is it to mend the damage?                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Why is there no/ very limited tundra biomes in the southern hemisphere? (requires land)                                                                                                                                                                                                                                                                                                                                                                                                                 | Students will have a debate.<br>E.g. Which Scandinavian country is the best to live in?<br>Which countries is the most sustainable?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Upper KS2 definitions.

Place

When we learn about a place, we are finding out what makes it different and special compared to other places including population, scale, trade & tourism, anything it is known for / culture and how it is similar or different to other places.

Space

In geography, space refers to the area around us and how we understand where things are located on earth (particularly in relation to the UK and prior areas studied). This can include lines of longitude and latitude, hemispheres and time zones. It helps us understand how places are spread out and how we move around or travel between them.

Scale

How big or small things are on a map compared to real life. How we show a big area, like the Earth, on a smaller map or globe. It helps us understand how much smaller the map is compared to the real world.

Interdependence

Interdependence in geography means that different places, people, or countries depend on each other for things. Interdependence helps us understand how global trade, communication, and even the environment are all linked, and how people and places work together to meet their needs.

#### Environmental impact

Environmental impact means the effect that something has on the world around us, like the land, air, water, and living things. It relates to how human actions (positive or negative) or natural events change the environment and what happens as a result.

#### Sustainable development

Sustainable development means meeting our needs today without harming the environment or using up resources in a way that makes it harder for future generations to meet their needs. It's about finding ways to use natural resources responsibly, like energy, water, and materials, while also protecting the planet and ensuring that people in the future can live well too.

#### Cultural awareness and diversity

Cultural awareness means understanding and appreciating the different ways people live and the diverse traditions, beliefs, and practices they have. In geography, it helps us learn about the cultures of people in different parts of the world. By being culturally aware, we can better respect and connect with people from different backgrounds and understand how culture shapes the way people live and interact with the world.