

	Term 1	Term 2	Term 3
Unit of work	South America	North America	Human Impact
	Key stage 2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Composite Knowledge	Locational knowledge -Where is South America and what does its location teach us about the geography of the continent?	Locational knowledge: -Where is North America and what does its location teach us about the geography of the continent?	Place knowledge: -What impact do humans have on the natural world?
Component knowledge (building blocks)	Locational knowledge: - use a map to locate environmental regions, key physical and human characteristics, countries Place knowledge: - What are the geographical similarities and differences of South America and the UK? Human and physical geography: -What are the key physical aspects of the geography of South America? Skills and fieldwork: - Use maps, atlases, globes & digital/computer mapping to locate South American countries and describe the features studied.	Locational knowledge: - use a map to locate environmental regions, key physical and human characteristics, countries Place knowledge: - What are the geographical similarities and differences of North America and the UK? Human and physical geography: -What are the key physical aspects of the geography of North America? Skills and fieldwork: - Use maps, atlases, globes & digital/computer mapping to locate North American countries and describe the features studied.	Place knowledge: -To study the impact of human activity on local, national and worldwide environments and make comparisons. Human and physical geography: - How is the physical environment impacted by humans. -What human activities and developments have impacted the environment. Skills and fieldwork: -Use field work to research, measure and record human and physical features in the local area
National Curriculum KS2 (skills)	Pupils should: -extend my locational knowledge and deepen my spatial awareness of the world's countries. I can use maps of the world to focus on the United Kingdom, focusing on the environmental regions, key physical and human characteristics, countries and major cities. -understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa and a region or area within South America. -understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography. These relate to glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts. -understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography. These relate to population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation and the use of natural resources. -understand how human and physical processes interact to have an impact on and form distinctive landscapes.		

	<p>-build on my knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field.</p> <p>-interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.</p> <p>-use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>-use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>		
Vocabulary	<p>Trade</p> <p>Continent</p> <p>Import</p> <p>Export</p> <p>Southern Hemisphere</p> <p>Northern Hemisphere</p> <p>Rainforest</p> <p>Equator</p> <p>Climate</p> <p>Biome</p> <p>Sovereign</p>	<p>North America</p> <p>Biomes</p> <p>Topography</p> <p>Tundra</p> <p>Coniferous Forest</p> <p>Deciduous Forest</p> <p>Desert</p> <p>Temperate</p> <p>Tropical</p>	<p>Deforestation</p> <p>Sustainability</p> <p>Mining</p> <p>Natural Resources</p> <p>Pollution</p> <p>Climate change</p> <p>Depletion</p> <p>Fuel</p>
Links to prior knowledge (refer to year group planning)	<p>Year 4 – Climate zones (biomes)</p> <p>Year 4 – Seven Wonders</p> <p>Year 3 – Mountains, rivers and coasts</p>	<p>Year 4 – Climate zones (biomes)</p> <p>Year 4 – Seven Wonders</p> <p>Year 3 – Mountains, rivers and coasts</p>	<p>Year 4 – Climate zones</p>
Key knowledge for assessment	<p>-How many sovereign countries are there in South America?</p> <p>-What are some similarities and differences between the physical geography of South America and the UK?</p> <p>-What are some of the key physical geographical features of South America?</p> <p>-What oceans surround South America?</p> <p>-What are the two most spoken languages in South America and why?</p>	<p>Where is North America located?</p> <p>What does the location of North America tell us about its geography?</p> <p>What biomes can be found in North America and where are they located?</p> <p>What key physical features can be found in North America?</p> <p>What do maps tell us about major cities?</p>	<p>What are three different types of pollution and what causes them?</p> <p>Where in the world is air pollution the worst?</p> <p>Why is water pollution worse in some locations?</p> <p>How does land pollution impact the local and global environment?</p>
UNICEF - Rights Respecting	Article 2- All children have exactly the same rights as everyone else.	Article 1 Every child under the age of 18 has these rights.	Article 24 - right to good food, clean water and good healthcare

	Article 24 - right to good food, clean water and good healthcare Article 27 – Good standard of living	Article 28 – Right to good quality education Article 29 -You have the right to reach your full potential and be the best you can be.	Article 27 – Good standard of living Article 12 You have the right to give your opinion and for adults to listen and take it seriously. Article 13 You have the right to ask questions and find out things.
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Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS2 YRS Learning Objective		LO: What do you know about South America?	Inset Day	Easter
		LO: To know the location and capital cities of the countries of South America	LO: What do you know about North America?	LO: What forms of land, air and water pollution are there in our local environment?
		LO: To locate certain environmental regions of South America (rivers)	LO: To know the names and location of the countries of North America	LO: How does the air pollution in Edmonton compare globally?
		LO: To locate certain environmental regions of South America	LO: To know the different biomes found in North America	LO: How does the water pollution in Edmonton compare globally?
		LO: To make comparisons between physical and human geography of South America and the UK	LO: To name and locate some of the key physical and features of North America	LO: How does the land pollution in Edmonton compare globally?
		LO: To know what import and export are and how they impact South America	LO: To compare the similarities and differences of London and New York using mapping	
		LO: To answer assessment questions using my knowledge of South America		

Key Vocabulary

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Seven continents Five oceans Equator North and South Pole Weather and season Summer	United Kingdom England – London Wales – Cardiff Scotland – Edinburgh Northern Ireland – Belfast Beach	Major Cities Europe Latitude Longitude Equator Northern Hemisphere	Land-use Topographical features Climate zones Biomes Vegetation belts Desert	Trade links South America North America Import Export Grid reference	Volcanoes Earthquakes Water cycle Natural disaster Sustainability Renewable

Autumn Winter Spring Sea Town Factory House Office Shop Map Near Far Left Right	Cliff Forest Valley River City Village Port and harbour North, South, East and West Landscape Globe Key Route	Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/Greenwich Meridian and time zones Mountains Coasts Rivers Settlements Human geography Physical geography Delta Flood Plain Fieldwork Global information system (GIS)	Plain Tundra Moors National Park Woodland Shrubland Wetland County Migrate Rural Congestion Environmental regions Natural resources Eight compass points Ordinance survey map	Contour lines Terrain Industry Tundra Rainforest	Congestion Tectonic plate
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