Geography Curriculum at Launde

“Geography is a subject which holds the key to our future” Michael Palin

Intent

At Launde we want our geography curriculum to give the children a solid understanding of the world around them. We want our pupils to have a good knowledge of the place they live and the features around them starting with their own homes and village. Our curriculum is designed to show our children that the world around us effects our day to day lives.

From the very beginning of their time at Launde, children are encouraged to experience their immediate environment, walking around school and drawing their own versions of maps and plotting their routes to school. We base our curriculum on the national curriculum. From the very early stages of their learning, children are encouraged to compare and contrast their own village of Oadby with other areas, such as the seaside and look for similarities and differences. As they move to Key Stage 2, children begin to learn about places that are further from the UK, giving them a wider and wider sphere of knowledge and understanding linked to the national curriculum. From EYFS onwards, the geography curriculum is designed to develop the children’s sense of responsibility. In the early years we begin simply, looking after our immediate environment and preventing litter. As their knowledge and understanding increases, we teach the children about climate change and the devastating impact this has on the natural world and the people living there. At Launde, we encourage children to be active and responsible. These values are underpinned by the geography curriculum and the impact of each person’s actions.

Implementation

Each topic begins with a question that the children during their learning are challenged to answer. These questions enable able our pupils to be better prepared to understand and contribute the world they live in. Geography is not simply a study of maps, but about understanding different places and the way people live differently in their surroundings.

The children are taken from a very simple understanding of the immediate world around them, to learning about the UK, Europe and North and South America. As the places they learn about become more and more contrasting to the UK, children develop an understanding of a wider range of human and physical geographical features that they may not have had the first-hand experience. Our curriculum is planned carefully with key vocabulary in mind. The curriculum is designed to balance the introduction of new key terms with regular repetition and consolidation of previous words from earlier units. We are lucky at Launde to be part of a multi-cultural society, many children having relatives across the world. Throughout their time in school, the children are encouraged to talk, compare and question their family members to draw comparisons between different places and share what they have learnt in school. The curriculum allows children to learn about local geography and, as they move to Key Stage 2, places that are increasing further away and more contrasting in geographical features. Our lessons across the school demonstrate a balance of geographical knowledge and key skills. The children are excited by the engaging subject content, for example learning about the way of life in the Amazon and the impact of volcanoes. This interesting subject knowledge is then supported by embedding key geographical skills; map work and a study of the human and physical features of different places. The children's learning is further enhanced with exciting theme days and visits. World Week each year is a chance for children to immerse themselves in the physical and human features of a different country. They engage in a range of exciting activities such as food tasting and trying traditional dances from different places. Pupil interviews months later show that these interesting and fun activities have a real impact in supporting the children's long-term knowledge of their learning. In upper Key Stage 2, children take part in presentations about the human and physical features of different countries to their class. This has a very positive effect not only on their geographical understanding, but on their research and speaking and listening skills.

Retrieval of key knowledge is built into the curriculum.

As the children enter Key Stage 2, each year group takes an in depth look at a key issue effecting the planet such as deforestation and flooding. By learning about the stories and lives of real people, the children are able to deepen their understanding of the physical geography of different places and the impact of human behaviour. This further supports our whole schools' values of responsibility and respect for others.

Impact

At the end of their time at Launde, pupils will:

- Have a good understanding of their local environment
- Extend this knowledge to places across the world, comparing and contrasting with Oadby and the UK
- Have a good understanding of human and physical features and how these can change in different places
- Understand that the physical features of a place have an impact on the way people live there, describing these differences with tolerance and respect
- Have an increasing sense of responsibility towards their own environment and understand that their actions have consequences

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and place knowledge	To talk about their homes and the places they visit in their immediate environment. Through their knowledge, children can create different	To describe their school within Oadby and understand where it is located – e.g. Our school has houses on one side and a busy road on the other.	To locate Oadby within Leicestershire. To identify where school is in relation to Uplands Park and the route we would take.	Name and locate a wider range of places within the UK- To know which county we live in and those that border Leicestershire.	Name and locate a wider range of places within the UK and Europe (identify key cities). Identify significant features in studied areas.	Name and locate a wider range of places within the UK, Europe and North America. Identify significant features in studied areas.	Name and locate a wider range of places within the UK, Europe, North and South America. Identify significant features in studied areas.

	play environments (beach, city, forest) in their small world play. With support naming some of the features such as trees, river, and mountains. Describe the natural landscape of a biome (tundra) Know that we live in England and the city of Leicester. Know that we have different environments in this country, water/sea, woods, and beaches. Name some hot and cold countries and know that different countries around the world have different landscapes. Know the landmark buildings including places of worship where they live and talk about their importance.	Name locate and identify the characteristics of the 4 countries of the United Kingdom. Compare England to another place within the UK. To locate Oadby in the UK. To be able to locate Poole in the UK as a contrasting locality. Identify and name the surrounding seas – Irish Sea, English Channel Use a globe to identify countries in the UK.	Name and locate the 7 continents and oceans. To locate the Equator and hemispheres. To locate hot and cold countries and make comparisons between their locations on Earth To locate UK within Northern Hemisphere. To locate Jamaica on a World map and to identify where UK is in comparison.	Knowledge of the local area and the UK. Identify similarities and differences between geographical locations. To know the UK is an island. To understand the terms equator, Northern hemisphere and Southern Hemisphere. To know the difference between a mountain and a hill and to be able to identify some of the hills and mountain ranges across the UK.	Understand types of land use and settlement.	Understand different settlements and use of land. Show some understanding of the links between places, people and environments.	Explore similarities and differences and understand how places have changed over time.
Environmental **Human impact**	Explore the natural world around them. Talk about buildings and structures in their locality – what is similar and different? How is the park different to the school field?	To identify and describe the school buildings compared to the surrounding area, houses, roads. Describe features as human features: school, road, houses	To identify human features in the local area. Land use in local area and Oadby. Describe features as human features : city, twin, village, port, harbour, park, road	Types of settlement and land use. A comparison of different places in Leicestershire - city, town and village.	Identify different cultures, languages nationalities that exist across Europe. Identify capital cities and large settlements. economic activity, trade links, distribution of natural resources. Import	Understand the economic activity, trade links, distribution of natural resources with reference to North America. How have extreme climates affected population settlement in North America.	Human geography- as above, with reference to South America. Identify countries that make up |South America and the differences between them How are the Andes used by humans –

	How are their houses different to the school?	To identify similarities and differences between Poole and Oadby.			and export and the reason why trade exists – what makes some countries in a better position to trade? Landmarks, population and famous people from European countries.	Settlements in North America – where have large populations grown up – why? Antarctic treaty Explorers of the Antarctic (link to literacy) How do extreme climates of the poles affect settlement by human or animal? **Earthquakes** – what impact do they have on people who live in areas prone to them? Case study of an Earthquake.	farming, mining, tourism, hydroelectric power etc Trade and industry – monetary worth of goods Sustainable farming and Fairtrade How and why do people use the rainforest? - Tourism, indigenous people, farmers, loggers, miners etc What impact are people having on the rainforest? - Deforestation
Environmental Physical – natural processes	Recognise that some environments are different from the one in which they live. Express opinions about natural and built environments. Go on walks and describe what they see around them.	Identify seasonal and daily weather patterns within the UK. Understand how countries within the UK differ Recognise UK is surrounded by seas	To identify physical features in local area. Locate hot and cold regions of the world in relation to North and South poles and the Equator Describe features as physical features: coast, cliff, forest, hill, mountain, sea To know the difference between a sea and an ocean and to know which seas and oceans are around the UK. To know the name of the longest river in the UK and the main river that runs through Leicestershire.	Physical geography- hills/ mountains – elevations Research coastlines of UK – headlands, cliffs and stacks Difference between an ocean and a sea Climate of the UK. Rivers in the UK – source to mouth Bodies of water in Leicestershire – identify types and compare.	Rivers in Europe. Mountains ranges in Europe – how mountains are created To understand what a volcano is. To understand the water cycle. Climate zones in Europe.	Understand what an earthquakes volcanoes, mountains earthquake is, including tectonic plates (refer to areas beyond Europe- North America) Geographical features – mountains, rivers, lakes and coastlines in North America. Time Zones in North America- compare to UK Climate zones in North America – Explore and then compare to UK and identify extreme climate regions. Biomes and vegetation belts within North America. Polar regions – Why do poles exist?	Physical geography- as above (used to refer to areas beyond Europe- South America) Mountain and volcanoes within South America and how do they affect settlement Climate zones within the continent. What affects the climate – equator, elevation mountain ranges, proximity to coastline What is a rainforest and where and how do they form? What lives in the rainforest – needed adaptations of plants and animals

			To understand how a river forms.			Explore extreme climates. Earthquakes – formation of the Earth and how an Earthquake forms. Measurement of an Earthquake.	
Understanding Maps	Draw information from a simple map Follow simple directions. Draw and create their own maps. Know that some places are far away and we can't walk there. Know that a globe represents the Earth and what the different colours represent on it (white – Snow, yellow – desert , green – land, blue – sea) Initially creating their own maps of imaginary locations using a basic key (tree, sea, sand etc...) and then planning and making maps of their immediate environment. Knowing what an island is.	Draw picture maps of familiar places Use picture maps, globes and google maps Look at signs and symbols of the school and surrounding area of the school.	Create a map of a short route experienced Find land/sea on a globe Use a large-scale OS map Identify signs and symbols of the school, and different places in Oadby e.g. Supermarket, leisure centre, shops, race course, the park they visit. Use an infant atlas.	Use letter/number coordinates to locate points on a simple map Use letter/number coordinates to locate points on a simple map Use a large-scale OS map Use a junior atlas Identify features on aerial photographs	Use letter/number coordinates to locate points on a simple map Locate places on a larger scale map in Europe Use large, medium and small-scale OS maps Identify features on an aerial map	Begin to use 4 figure coordinates to locate features on a map Select the correct map for a specific purpose Use climate and time zone maps. Use an atlas to find the features of regions Use index and contents page within an atlas Identify Tropic of Cancer and Capricorn Locate the Polar regions – Arctic and Antarctic circles |(North /South Poles)	Use 4 figure coordinates to locate features on a map Use latitude and longitude on atlas maps. Use topographical maps to identify the elevation of land. Use climate and time zone maps. Follow a route on an OS Map. Locate places on a world map Longitude and latitude

Field Work	Follow directions using up down, left right Explore the school buildings and grounds.	Follow directions using up down, left right Move to different locations using instructions around the school grounds. Explore the school grounds and record observations of surrounding area.	Follow directions including NSEW. Explore Oadby. Visit local points of interest – Park, War memorial, shops.	Use 4-point compass to give and follow directions. Use field work to observe and represent human and physical features in their local environment e.g. sketch maps and plans Use rain gauges to measure the rainfall – compare to different times of the year and compare to different area in UK. Make own weather forecast – use symbols.	Use 8-point compass to give and follow directions Measure air pollution. Present findings and evaluations using a range of methods including sketch maps, plans, graphs and digital technologies.	Use 8-point compass to give and follow directions Use thermometers to measure the temperature and compare and contrast these to differing times of the year - present features using a range of methods including sketch maps, plans, graphs and digital technologies	Use 8-point compass understanding of true north and magnetic north. Use anemometer to measure wind - fieldwork to measure, observe and present human/physical features using a range of methods including sketch maps, plans, graphs and digital technologies Link to PE – orienteering Explore local shops and homes to find Fairtrade products.
Enquiry and geographical issues	Make observations of landscapes in photos, books and videos. Talk about the differences between 2 contrasting extreme biomes and using this knowledge to make links between the animals that live there. Understand that other countries have traditional foods, significant buildings & clothing.	Children investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Children investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	**Key Issue** Weather and the impact of flooding**.** Demonstrate and understanding of some of the causes and what measures are being used to reduce it. **Maths link**- methods of measuring rainfall and presenting data	**Key Issue** Air pollution and the impact it has on climate change. Express dangers of pollution and what we can do help reduce it. **Maths link-** air pollution, ways of measuring and presenting data	**Key Issue** Earthquakes and the impact they have on how people live. Express opinions and an understanding of how people can more safely live in earthquake zones. **Maths link-** use data for number of earthquakes in different places to find and describe patterns. Predict areas that are most like to experience earthquakes based on numerical data	**Key Issue** Deforestation and it's impact on climate change. Express opinions and demonstrate an understanding of the reasons why it occurs and what we can be doing to help. **Maths link -**compass work to track the deforestation across time in the Amazon

Topics

Year	Foundation Stage			Year 1		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	**Our Classroom and Our School and jobs within the school**	**Look at where they live and the environment that they see and live near (the park, roads, village of Oadby) and look at the Arctic and Antarctic - compare the contrasting environments.**	**Compare the environment of where we live in comparison to a hot environment – India, the Jungle, The desert etc**	**What can we find out about our school?**	**What is the difference between Oadby and Poole?**	**What can I learn about the different countries that make up the UK?**
Substantive knowledge	To know that we all belong to our classroom and we all belong to Launde Primary School To look at a map of the school and know where their classroom is To walk around the school and identify other areas – siblings classroom, hall, dining hall, offices, playground, library etc. To understand the different jobs within the school – introduce the children to people in different jobs around the school – or show them photos . Through looking at a map of the school, link	Know about the Arctic and Antarctic to be able to compare where they live with these countries To know where they live and understand what their own environment is like and talk about it To identify England on the globe and to know that we live in England To recognise similarities and differences between the two different environments. To look at a map and a globe to locate Antarctica and the Arctic. To recognise the different colours of a globe and what they indicate.	Using previous knowledge of Arctic/Antarctica – identify differences. Know about India and where it is located on the map. To locate India on a Globe and identify what the colours on the globe indicate. To look and discuss photos or videos of the Jungle, Safari. Discuss differences and similarities Discuss the weather in India, the jungle or safari in comparison to the weather in England. To understand that different countries have different foods, celebrations, houses, way of life.	To be able identify school buildings and areas and their uses. (Retrieval from FS) Be able to move to different locations using instructions around the school grounds. To describe their school within Oadby and understand where it is located – e.g. Our school has houses on one side and a busy road on the other. To use directional language up, down, left, right, forward, back Use describing words to explain the school grounds	To know where Oadby is in the UK. To be able to name some human and physical features in Oadby – park, roads – main and side, houses. To be able to describe where Poole is situated in the UK. To be able to identify similarities and differences between Poole and the Oadby. Use google maps to identify Poole and Oadby.	To know what a country is to be able to name and locate the 4 countries of the U.K identify the capital cities – London, To be able to identify characteristics of the 4 countries – England, wales, Scotland, Northern Ireland. Explain what is the same and what is different. Identify and name the surrounding seas – Irish Sea, English Channel Use a globe to identify countries in the UK

	the people to the places they work. Create their own map of the school with significant places to them.	To know the Artic and Antarctica are a long way away and know that we cannot walk there. Discuss and understand methods of travel to these places. Recognise that some environments are different from the one in which they live.	To recognise that India is a long way from England and discuss how to travel there.	and surrounding area To know the difference between physical and human features. Draw picture maps of Oadby. To know the symbol of the school, houses near the school and the main roads.		
Vocabulary	Map, Launde Primary School, jobs, information, Classroom, playground, dining room, office, location, locate	Environment Arctic Antarctica Snow Globe Map Travel Similar Different Distance Cold Ice	India Environment Compare Sun Heat Globe Travel Similar Difference Weather Jungle Safari Desert	Geography Location Map Aerial view Features Far Near Left Right	Oadby Shops Schools Houses Church Poole seaside	UK England Wales Scotland Northern Ireland Seasons Weather Irish Sea English Channel London Cardiff Edinburgh Belfast
Topic	**Seasonal changes**	**Seasonal changes**	**Seasonal changes**	**Seasonal changes**	**Seasonal changes**	**Seasonal changes**
Substantive Knowledge	**Autumn/Winter** Season Observe changes	**Spring** Season Observe changes	**Summer** Season Observe changes	**Autumn/Winter** Seasonal changes Weather in the season Observe and record	**Spring** Seasonal changes Weather in the season Observe and record	**Summer** Seasonal changes Weather in the season Observe and record
Year	Year 2			Year 3		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	**What is there to do in Oadby?**	**What is our world like?**	**Where in the world is Jamaica and how does it differ from the UK?**	**What is the United Kingdom like?** (physical)	**What can we find out about Leicestershire?**	**How can we measure rain?**
Substantive knowledge	To be able to describe the differences between human and physical features that make up Oadby. To locate Oadby within Leicestershire.	To be able to name and find the 7 continents of the world on a map and name them. To be able to name and find the oceans of the world on a map.	To be able locate Jamaica on a map. Find land/sea on a globe To locate the equator and hemispheres. To be able to tell others where hot and cold regions	To be able to locate the UK in a World context. To understand the terms equator, Northern hemisphere and Southern	To know the countries that make up the UK. and that they are subdivided into counties. Use letter/number coordinates to locate	To know what an aerial view is. To be able to describe key aspects of land use using an aerial map. To understand the differences between urban and rural land use.

	To identify where school is in relation to Uplands Park and the route we would take. To know 4-point compass directions. Describe features as human features : city, twin, village, port, harbour, park, road using the correct language. To create a map of route. Identify signs and symbols of the school, and different places in Oadby e.g. Supermarket, leisure centre, shops, race course, the park they visit. Follow directions NSEW Describe local points of interest in Oadby.	To be able to name and find cold and hot countries on a map of the world. To know where and what the Equator is and what it is like there. To be able to describe similarities and differences between a hot and cold country. To use an infant atlas to locate countries that are hot and cold.	are in the world, the North and South Pole and equator. To locate UK in the northern hemisphere and Jamaica in the southern hemisphere. To be able to describe some of Jamaica's human and physical features – coast, cliff, forest, hill, mountain, sea To be able to compare how Jamaica differs from the UK. To use a large scale OS map.	Hemisphere. (retrieval) Use letter/number coordinates to locate points on a simple map. Use 4-point compass to give and follow directions. Use a large-scale OS map. Use a junior atlas To know the difference between a mountain and a hill and to be able to identify some of the hills and mountain ranges across the UK. To know that the UK is an Island and therefore has a long coastline. To know the terms headlands, cliffs and stacks. To explain the climate in the UK. To know the difference between a sea and an ocean and to know which seas and oceans are around the UK. To know the name of the longest river in the UK and the main river that runs through Leicestershire. To understand how a river forms.	points on a simple map. Use a junior atlas To know which county we live in and those that border Leicestershire. To know the difference between a town and a city. To know the difference between different counties in the country.	To know that they are different bodies of water and which we have in our locality. Use field work to observe and represent human and physical features in their local environment e.g. sketch maps and plans **Study** -To understand how to measure rainfall. **Key Issue** - To understand how important rainfall is and the problems that can be caused if there is too little or two much i.e. flooding Look at area that flood in school grounds. Use rain gauges to measure the rainfall – compare to different times of the year and compare to different area in UK. Make own weather forecast – use symbols. To be able to use the symbols used in weather forecasting.

Vocabulary	Geography Local Area Town Human Physical Compass Direction North, South, East, West Park Road Memorial	Atlas Continents Asia Africa North and South America Antarctica Europe Australia Pacific Atlantic Indian Southern Artic Equator Northern hemisphere Southern hemisphere	North pole South pole Compare Similar Different Weather Seasons Continent Ocean City, town, village, factory, farm, house, office, port, harbour and shop.	Island Caribbean Sea Continent Country Mountains Beaches Rivers Cities Towns Ports Roads Shops Climate culture	Equator Northern hemisphere Southern hemisphere Mountain Cliffs Climate Sea Ocean Seas Leicestershire Headlands River River Sour River Trent	Atlas Counties Country Coordinates Leicestershire Surrounding counties: Nottinghamshire Lincolnshire Rutland Northamptonshire Warwickshire Staffordshire Derbyshire Town city Size Population border	Rainfall Gauge Line graph Compare Measuring Millimetres (mm) Centimetres (cm) Ariel view Features Land uses Directions Orientation Compass points Cartographer Geographical features	Survey Location Key Symbol Urban Rural Countryside City Towns Villages population Bodies of water Lakes Rivers Streams Canals Reservoirs Impact Flooding Draught
Year	Year 4				Year 5			
Term	Autumn	Spring	Summer		Autumn	Spring	Summer	
Topic	**Where is Europe and what is it like?**	**How does Rome compare to London?**	**What is the difference between a mountain and a volcano?**		**Where is North America and what is it like?**	**What are polar regions?**	**What is an Earthquake and how and where do they occur?**	
Substantive knowledge	To be able to locate Europe on a large scale map and identify key features of Europe. Use letter/number coordinates to locate points on a simple map To be able to identify and locate countries in Europe. To be able to locate and identify the capital cities in Europe. Identify features on an aerial map To be able to describe features of a European country.	To understand and compare similarities and differences in physical and human geography between two European Cities – Rome and London Children to understand the terms import and export and how trade is important. To understand what the UK trades with Europe. To know that pollutants can have natural or industrial origins. **Study** - To recognise which areas around school, have the greatest density of	Retrieval from Autumn term. Mountain ranges on Europe. Use 8-point compass to give and follow directions To know how mountains are created. To recognise types of mountains and identify their features To be able to identify parts of a mountain. To understand how a volcano is formed. Be able to label parts of a volcano Describe the structure of a volcano To be able to name major volcanoes		To know where North America is in the world and what countries make it up. To understand some of the key topographical features of the countries in North America To be able to identify climate zones and weather conditions and how they have influenced population settlement. To understand that time zones are not	To be able to identify where the polar regions are and what countries are within these areas. Use 4 figure coordinates to locate areas on a map. Use 8-point compass to give and follow directions. Use climate and time zone maps. Use an atlas to find the features of regions Use index and contents page within an atlas Identify Tropic of Cancer and Capricorn	To understand how the Earth is formed and that the plates move. To understand that many earthquakes occur where there are fault lines and that certain areas are more prone – Ring of Fire. To understand how earthquakes are measured and what happens in an earthquake. To be able to describe the impact of an earthquake and what preventative measures are being put in place to try to lessen the impact on human life. **Study** - To know we use a thermometer to measure

	To be able to describe physical features of European countries – rivers and mountains.	pollutants and what those are. Measure air pollution. **Issue** - To understand air pollution and the impact it has on climate change. To be able to express dangers of pollution and what we can do help reduce it. What is air pollution like in London and Rome. What have the different countries done to try to lower air pollution.		To know the impact volcanoes cause.		the same across the world and that they change across North America. To be able to identify biomes and vegetation belt To know areas of population density and the reasons for it. To identify areas of interest within North America To be able to compare North America with the United Kingdom.	Locate the Polar regions – Arctic and Antarctic circles |(North /South Poles) To be able to identify the difference between the Arctic and the Antarctic. To know the names of the imaginary lines that divide up the earth on a map. To know what is similar and different between the two regions. To understand why the polar regions, have an extreme climate and weather conditions. To understand that Antarctica is protected by a treaty signed by many different nations	temperature and understand that temperatures vary around the world (hottest/coldest). **Issue** - To understand how climate change is impacting temperatures and affect that these ae having on the world.
Vocabulary	Europe Continent Russia United Kingdom European Union Population Vatican City Atlantic Ocean Arctic ocean Currency-Euro/Pound sterling	Latitude Climate zone Weather Equator Earth Hot/cold Climate change Mediterranean Dry Temperate Tropical Polar Biome Temperature Human/ Physical geography	Population Rivers Mountains Hills Buildings Landmarks Tourism Population Lakes Currency Bridges Climate Import Export Goods Services Trade Value Distribution	Rivers Streams Precipitation Source Mouth Waterfalls Tributary Meander Grid reference Vertical horizontal Co-ordinates Longitude Latitude Summit Base Mountain range Plateau Face Tree line	Slope Ridge Snow line Equator Mantle Magma Core Fold fault block dome volcanic plateau Tectonic plate Lava Ash Active Dormant Extinct Friction Conduit Crater Vent	Northern hemisphere North America Equator Zones Weather conditions Land use Time zones Biomes Vegetation Population density	Northern hemisphere Southern hemisphere Axis Equator Tropics of Cancer and Capricorn Arctic Antarctica Continent Similarities Differences Living organisms Organising Terrain Vegetation	Continents Tectonic plates Layers Inner core Outer core Mantle Crust Temperature Fault lines Ring of Fire

			Pollutant		Magma Reservoir Ash cloud			
Year	Year 6							
Term	Autumn			Spring			Summer	
Topic	**Where is South America and what is it like?**			**What is fair trade and why is it important?**			**What is deforestation and what are the impacts on climate change?**	
Substantive knowledge	To understand that South America is a continent and to identify where South America is in relation to UK. To be able to identify the countries of South America. To understand that different parts of the world have different climates and that South America does not have the same climate in each country. Children understand that the climate is affected by how close it is to the equator and to the terrain and elevation of the country. To understand the meaning of longitude and latitude and how they are used in maps reading. Study - To understand that geographers use an anemometer to measure wind. Children can describe the strength of winds using the Beaufort scale. They understand how winds occur and that they impact weather patterns.			To identify where the mountain ranges are in South America. To identify the Andes and to understand how mountain ranges form. (tectonic plates) To understand that some of the mountains in the Andes are volcanoes and the impact of this. To understand how the Andes are used for farming, mining, hydroelectric power and tourism. To understand the physical geography of a South America country including: climate zones, biomes and vegetation belts, rivers, mountains To study the human geography, including: types of settlement and land use and to understand how human life has developed and impacted on the continent. To understand what is meant by trade and why countries need to trade goods. They understand what types of things that South America exports and why certain countries produce certain products. To understand how bananas are farmed and how trade is conducted. To be able to identify on a globe or map where bananas are produced. They understand the economic benefits of trade and who benefits the most. To recognise that economic wealth is not equal across the continent and that the population in some American Countries are poorer than others.			To understand where rainforests are and what the climate is like To understand how rainforest form To understand that the rainforest has developed because of the environment and climate it is in. To understand the ways in which animals and plants have adapted to live in the Amazon rainforest To be able to identify adaptations and to be able to explain how different adaptations, help the animal or plant to survive in their environment To be able to apply their understanding of the environmental conditions and their knowledge of how animals and plants have adapted to create their own new animal/ plant. To understand how humans use the Amazon Rainforest including for tourism. **Issue** - To understand what deforestation is and why it occurs **Study-** To recognise that the deforestation of the forest is linked to areas of poverty To understand the consequences of deforestation – locally and globally. To explain how deforestation is affecting the Amazon Rainforest to recognise that change can still occur and to be able to outline what these changes could be To understand that people are resistant to change due to economic needs	
Vocabulary	Continent Located Hemisphere Equator Topographical map Antarctic Climate Zones Ice Cap Tundra Subarctic Warm temperate Subtropical	Southern Hemisphere Equator Precipitation Beaufort Scale Anemometer Hurricane Storm Force Cyclone Wind speed Typhoon Breeze Tornado	Elevation Incas Machu Picchu continuous Tectonic plate Crust Magma Active, dormant, extinct Commercially Terraces Terrain Llamas	Trade Terrain Shipping container Proportion Petroleum Plantation Export Import Fair trade	Climate Dense Equator Humid Oxygen Species Tropical Canopy Understorey Emergent Canopy Understorey Emergent	Tributaries verdant Species Vastness Latex Archipelago labyrinths Biologist Malarial precautions Deforestation Palm Oil Orangutans Eco system

	Tropical Arid Rainforest	OS maps Longitude Latitude Tropic of cancer Tropic of Capricorn Arctic and Antarctic circle	Alpacas hydroelectric		Adaptations Environment Survival Camouflage Prey toxin Predators competition Tranquil Luxurious Impenetrable Immense Vegetation Waterways	Economic depredation Farming Lively hood Subsidence Erosion Methane Loss of habitat