

<p style="text-align: center;">Prior Learning Links</p> <p style="text-align: center;">Spring 1 Year 2: The British Isles Name locations within the British Isles on a map. Use maps and atlases to identify locations within the British Isles. To answer geographical questions such as ‘What is it like to live in this place?’</p>	<p style="text-align: center;">Essential Knowledge & End Points</p> <ul style="list-style-type: none"> The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon. <ul style="list-style-type: none"> The coastline is eroding gradually year on year. Tourism is a major industry in the South West. Farming is another major industry in the South West. The Southwest of England is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream. <p style="text-align: center;">National Curriculum Coverage</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Coastline- the line of the coast, where the land meets the sea county</p> <p>The Gulf Stream - a current of warm water that moves across the Atlantic Ocean before reaching the South West of England</p> <p>County- England is split up into areas called counties, these areas have their own councils who make decisions about local issues</p> <p>Arable - growing crops for farming</p> <p>Pastoral- raising animals for farming</p> <p>Area of Outstanding Natural Beauty (AONB) – a special area of land that is protected because of its beauty and importance</p> <p>Moor – a large area of land where no crops are grown, often covered in heather</p> <p>Tourism - when people travel to an area for a holiday</p>
<p style="text-align: center;">Concepts</p> <p style="text-align: center;">Substantive – climate, change and interconnection</p> <p style="text-align: center;">Disciplinary – Geographers describe places and look at how people and places are connected</p>		

	Knowledge	As geographers, we will...	
Session 1: Introduction to the South-West of England	<p style="text-align: center;">To identify the region of South West England:</p> <ul style="list-style-type: none"> The South West is an area of England known for its landscapes and beaches. The South West of England has areas of outstanding natural beauty. The climate of the South West is warmer and drier than much of England. 	Label maps with the counties of the UK	<p>Assessment opportunity Prior Learning Task-What do we know about the UK? Can we identify locations on a blank map of the UK?</p>
Session 2: Coastal areas and erosion	<p style="text-align: center;">To know some coastal areas of the South West experience erosion:</p> <ul style="list-style-type: none"> The south-west is famous for its beaches and coastline. Much of the coastline is exposed to the rough Atlantic Ocean. <ul style="list-style-type: none"> The coast is eroding year on year. This is why formations such as Durdle Door have been created on the Jurassic coast. 	Look at and describe places and the process of erosion	
Session 3: Landmarks and Tourism	<p style="text-align: center;">To know tourism is important in the South West:</p> <ul style="list-style-type: none"> Tourism is a very major industry in the South West. The South West is popular because it is one of the warmest parts of the UK as it is furthest South and warmed by the Gulf Stream. Tourists have many places to visit in the South West: the beaches, the moors and the historic buildings. 	Use a map to look at areas of tourism in the South West. Answer geographical questions about what it is like to live in this place.	
Session 4: Agriculture and Climate	<p style="text-align: center;">To know the climate of the South West helps farmers to grow crops and farm animals.</p> <ul style="list-style-type: none"> The South West has warm summers and mild winters. The weather and landscape mean that fruit and vegetables are grown. The South West is particularly well-known for its dairy products. 	Become Cartographers and create a map using information online.	
Session 5: Changes over Time	<p style="text-align: center;">To know how the South West has changed over time:</p> <ul style="list-style-type: none"> Fossils found along the Jurassic coast tell the story of millions of years of history. Agriculture and mining were important industries in the past in the South West. Agriculture and tourism are important industries today in the South West. 	Explore how places have changed over time.	
Session 6: Recognise the Geography of the South West	<p style="text-align: center;">To recognise the geography of the South West of England. What would a geographer say about the South West of England?</p> <ul style="list-style-type: none"> Introduction: location, major settlements, counties and landscape <ul style="list-style-type: none"> Coastal Areas and Erosion Landmarks and Tourism Agriculture and Climate 	Write as a Geographer about what it is like in the South West of England.	<p>Assessment opportunity: End of unit task: Complete sections of the Knowledge Organiser Essay writing</p>

<p style="text-align: center;">Prior Learning Links</p> <p style="text-align: center;">Year 3: Spring 2-The U.K The South West Builds on children’s understanding of the four countries of the United Kingdom developed in Year 1 and 2 Year 3: Western Europe-Trade</p>	<p style="text-align: center;">Essential Knowledge & End Points</p> <p style="text-align: center;">To know some of the geographical features of Northern Ireland:</p> <ul style="list-style-type: none"> • Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland. <ul style="list-style-type: none"> • Belfast is the capital city of Northern Ireland. • The Republic of Ireland was partitioned from Northern Ireland in 1922. • Giant’s Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption. • Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away. <p style="text-align: center;">National Curriculum Coverage</p> <p style="text-align: center;">name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Belfast- the capital city of Northern Ireland on the east coast Londonderry- the second-largest city in Northern Ireland Republic- a state in which supreme power is held by the people who have an elected president rather than a monarch Partition- the dividing of a country into separate areas of government Lough Neagh- a lake in Northern Ireland and the largest lake in the British Isles Giant’s Causeway-an area of basalt columns; the result of an ancient volcanic eruption Unionists-people who are in favour of the Union of Northern Ireland with Great Britain Nationalists-people who support political independence for a country</p>
<p style="text-align: center;">Concepts</p> <p style="text-align: center;">Substantive – location and landscape</p> <p style="text-align: center;">Disciplinary – change and interconnection</p>		

	Knowledge	As geographers, we will...	
Session 1: An Introduction to Northern Ireland	<p style="text-align: center;">To identify the key features of Northern Ireland.</p> <ul style="list-style-type: none"> • Northern Ireland is part of the United Kingdom. • Belfast is the capital of Northern Ireland and is the largest city. • Lough Neagh is the largest lake in the British Isles. 	Use atlases in order to label a map of Northern Ireland. Look at how a place has changed over time.	Assessment opportunity Prior learning task-Which areas of the U.K have we looked at this year? What do we already know about Northern Ireland?
Session 2: Visiting Northern Ireland	<p style="text-align: center;">To know Northern Ireland is a popular tourist destination.</p> <ul style="list-style-type: none"> • People visit Northern Ireland to see areas of outstanding natural beauty. • Belfast is the capital of Northern Ireland and is a popular city for visitors. <ul style="list-style-type: none"> • The Giant’s Causeway is located in Northern Ireland. 	Consider what a Geographer would say about tourism in Northern Ireland.	
Session 3: Northern Ireland, The Republic of Ireland and the partition	<p style="text-align: center;">To understand that Northern Ireland and the Republic of Ireland are two countries.</p> <ul style="list-style-type: none"> • The Republic of Ireland was partitioned from Northern Ireland in 1922. <ul style="list-style-type: none"> • Unionists want to remain part of Britain. • Nationalists wish to become part of the independent Irish nation. 	Construct a map of Northern Ireland using an atlas to help.	
Session 4: The Giant’s Causeway	<p style="text-align: center;">To know the Giant’s Causeway is made of rock columns.</p> <ul style="list-style-type: none"> • Giant’s Causeway is a landscape of rock columns. • The Giant Causeway was created by an ancient volcanic eruption. • There is an Irish Legend which tells of a Giant creating the causeway so he could cross the sea. 	Use images to describe places and the physical features at that place. Understand how Geologists explain rock formations	
Session 5: The Marble Arch Caves	<p style="text-align: center;">To know the Marble Arch Caves are an interesting physical feature located in Northern Ireland.</p> <ul style="list-style-type: none"> • The Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away. • Stalactites hang from the roof of a cave and reach towards the ground. • Stalagmites form ground and reach up towards the cave roof. 	Draw a diagram of and label a physical feature.	
Session 6: Know some geographical features of Northern Ireland	<p style="text-align: center;">To know some geographical features of Northern Ireland.</p>	Consider what a geographer would say about Northern Ireland.	Assessment opportunity End of unit task- Extended writing task including information about counties in Northern Ireland.

<p style="text-align: center;">Prior Learning Links</p> <p>It builds on the children’s understanding about the seven continents from Year 1 and subsequent world geography including studies of Europe and Asia. Year 4-Summer 2-Asia-Japan The children recap different continents Builds on understanding of hemispheres, oceans, poles and equators</p>	<p style="text-align: center;">Essential Knowledge & End Points</p> <p>Australia is a large country and is very diverse.</p> <ul style="list-style-type: none"> After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. Australia’s biodiversity is under threat from invasive species, climate change and urbanisation. <p style="text-align: center;">National Curriculum Coverage:</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p style="text-align: center;">Key Vocabulary</p> <p>Industry - activity where raw materials are changed into goods that can be used and traded</p> <p>Aboriginal People - people living in Australia from the earliest times, before the arrival of settlers or colonists</p> <p>Colony - a country, or an area, under the control of another country and often occupied by settlers from that country</p> <p>Settler- a person who has moved, with other people, to live in a new country or area</p> <p>Mining - where a raw resource is extracted from the earth, e.g., coal</p> <p>The Commonwealth – a group of countries that used to be part of the British Empire, but now voluntarily work together on issues such as human rights</p> <p>Biome - a community of plants and animals that have shared characteristics due to the environment they live in</p> <p>Uluru - a massive sandstone rock in Australia’s Northern Territory: Uluru is sacred to indigenous Australians and is thought to have started forming around 550 million years ago</p>
<p style="text-align: center;">Concepts</p> <p style="text-align: center;">Substantive – location and biodiversity</p> <p style="text-align: center;">Disciplinary – interconnection and diversity</p>		

	Knowledge	As geographers, we will...	
Session 1: Australia-the location and physical Geography	<p style="text-align: center;">Australia is a large, diverse country in the Southern Hemisphere: Australia is located in the Southern Hemisphere. Australia is surrounded by water, including the Indian Ocean and the Southern Ocean. Australia is a large country and is very diverse.</p>	Use an atlas to talk about what a Geographer would say about the physical geography of Australia	Assessment opportunity Prior learning task- Talk about what you know about the globe, what can you tell me about Australia?
Session 2: The history of Australia	<p style="text-align: center;">Captain James Cook was a British explorer who travelled to Australia in 1770.</p> <ul style="list-style-type: none"> Captain James Cook sailed on the Endeavour and claimed a part of Eastern Australia in 1770. Aboriginal means ‘from the beginning’ and Aboriginal people have lived in Australia for over 60,000 years. After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. 	<p>Map a journey and label key places on the route</p> <p>Understand the connection between History and Geography as disciplines and how understanding the past can help us to interpret the present.</p>	
Session 3: Settlements	<p style="text-align: center;">Canberra is the Capital City of Australia and several major settlements are located along the South East coast.</p> <ul style="list-style-type: none"> Canberra is the capital city of Australia and is located in South Western Australia. Many Australian cities are located near the coast, inland the land is very dry and less inhabited. <ul style="list-style-type: none"> Mining is an important business in Australia. 	Label and annotate a map and use a key to show population density	
Session 4: Climate	<p style="text-align: center;">To identify the different biomes found in Australia.</p> <ul style="list-style-type: none"> Australia is home to several different biomes including grassland, forest and desert. Due to its size, Australia has several climates including the tropical north and the temperate south. <ul style="list-style-type: none"> Australia can experience both flooding and extreme drought 	<p>Use a biome map to describe a place</p> <p>Interpret a climate map to describe the climate of a country</p>	
Session 5: Biodiversity	<p style="text-align: center;">To know that Australia’s biodiversity is under threat.</p> <ul style="list-style-type: none"> Australia has rich biodiversity, plants and animals live there that are not found anywhere else in the world. <ul style="list-style-type: none"> Rabbits are an invasive species that threatened Australian biodiversity. <ul style="list-style-type: none"> Climate change and urbanisation are threats to biodiversity. 	Understand the impact of humans on a place and its biodiversity	

<p>Session 6: An understanding of place, space and environment in the context of Australia</p>	<p>To show understanding of place, space and environment in the context of Australia</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Identify Australia in the Southern Hemisphere • Identify key places in Australia recurring geographical concepts: <ul style="list-style-type: none"> • Place • Space • Environment (Biodiversity) 	<p>.Create a map that will show how Australia’s physical geography is different to that of the U.K or as Geographers write about how people have shaped the country of Australia.</p>	<p>Assessment opportunity</p> <p>End of unit task- Label a map of Australia (leave this open ended- can children label cities, rivers, shade biomes, population?)</p>
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Year 6 - Medium Term Planning - Geography - Spring 2 South America

<p style="text-align: center;">Prior Learning Links</p> <p>This builds on children’s understanding of the seven continents from Year 1 and subsequent world geography including studies of Europe, Australia, Asia and North America, in this unit children will study the human and physical geography of South America.</p> <p>They will build on knowledge of Geology from mountains in Yr 5 and Science Build on History and knowledge of empires</p>	<p style="text-align: center;">Essential Knowledge & End Points</p> <p>To explain human and physical features of South America.</p> <ul style="list-style-type: none"> • Identify countries in South America. • Identify the Andes Mountains • Explain the significance of Machu Picchu. • Describe the challenges caused by human interaction with the Amazon Rainforest. <p style="text-align: center;">National Curriculum Coverage</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: ⇒ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ⇒ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p style="text-align: center;">Key Vocabulary</p> <p>Pangea - a super continent that broke apart 175 million years ago forming the continents we recognise today</p> <p>Rainforest- a dense forest, rich in biodiversity, that is often found in tropical areas and receives high levels of rainfall</p> <p>subduction zone an area where one tectonic plate is being forced under another, often creating mountain ranges</p> <p>plateau - a flat area of land with high altitude</p> <p>altitude - the height of a location, often relative to sea level</p> <p>deforestation - the process of removing forest</p> <p>biodiversity - the variety of plants and animals within a habitat</p>
<p style="text-align: center;">Concepts</p> <p style="text-align: center;">Substantive - location and biodiversity</p> <p style="text-align: center;">Disciplinary- interconnection and diversity</p>		

	Knowledge	As geographers, we will...	
Session 1: An introduction to South America	<p>South America is a continent located in the Western Hemisphere, the countries within it include Brazil, Chile and Argentina.</p> <ul style="list-style-type: none"> • South America is located in the Western Hemisphere. • It is also almost entirely in the Southern Hemisphere, but some parts cross into the Northern Hemisphere. • Scientists believe South America and Africa were once joined millions of years ago. • Some of the countries in South America include Brazil, Chile and Argentina. 	<p>Annotate a map of South America and look at the population spread, Consider the beliefs of Geologists that South America was joined to Africa.</p>	<p style="text-align: center;">Assessment opportunity</p> <p>Prior learning task: name and locate continents and oceans and human and physical features of North America</p>
Session 2: Past civilisations and empires	<p>To know the Incan Empire was located in South America, despite the challenging geography of the area.</p> <ul style="list-style-type: none"> • The Incan Empire covered land in many South American countries, including Peru, Ecuador, Bolivia, Argentina, Chile and Columbia. • The Inca overcame the challenge of geography to build an empire covering deserts, rainforests and mountains. • The Inca were known for their governance of the empire, aided by their communication system of knotted strings, and for their engineering. 	<p>Consider how the geography of an area can either challenge or assist people. Explore how Geography and History are inextricably linked.</p>	
Session 3: The Andes Mountain and the Atacama Desert	<p>The Andes mountains have varied terrain including deserts, lakes, forests and volcanoes</p> <ul style="list-style-type: none"> • The highest point of the Andes mountain range is Mount Aconcagua. • The Atacama Desert is one of the driest places in the world. • There are volcanic zones in the Andes Mountains. 	<p>Draw a diagram to explain the physical process of mountain formation. Consider the discipline of Geology and what it can tell us about the world</p>	
Session 4: Brazil (Agriculture and Industry)	<p>Farming and energy production are important to Brazil’s economy</p> <ul style="list-style-type: none"> • A large proportion of land in Brazil is dedicated to farming of crops and animals. <ul style="list-style-type: none"> • Brazil grows cotton, coffee, fruit and sugar cane for export. • Brazil is the largest energy consumer in South America. It also produces coal, oil and hydroelectric power. 	<p>Become Cartographers and annotate a map to show farming regions and mineral extraction</p>	

<p>Session 5: The Amazon Rainforest</p>	<p>Deforestation is a major threat to biodiversity in the Amazon Rainforest. The Amazon Rainforest has more species of plants and animals within it than any other rainforest in the world. Deforestation and forest fires are a threat to the biodiversity of the rainforest. Due to the large stores of carbon within the rainforest, its destruction would have global impact.</p>	<p>Interpret maps to find out about how a place has changed over time.</p>	
<p>Session 6: Explain the human and physical features of South America</p>	<p>I can explain the human and physical features of South America</p>	<p>Be able to compare and contrast two different areas or describe a place in detail.</p>	<p>Assessment opportunity End of unit task: Label a blank map or write an essay</p>